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ABSTRACT

Behavioral criteria for (1) determining child development associate (CDA) trainee competency, (2) awarding college credit, and (3) designing individualized learning programs in CDA competency areas 2, 4, and 6 are provided in this report of an applied research project. Designed to interrelate CDA and Cooperative Assessment of Experiential Learning (CAEL) evaluation orientations, the behavioral criteria adopted are organized in terms of three levels of competency (knowledge, application, evaluation) in three skills areas (informational, interpersonal, psychomotor). The lists of criteria are included in appended material. The major portion of the report consists of five chapters that present background information on Project Head Start and the CDA program; review literature relevant to CDA training and assessment; the CAEL program, and competency-based education; describe procedures and outcomes of the project; and provide discussions of issues, implications and recommendations. Additional related material is provided in appendices. (Author/RH)

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IDENTIFICATION OF CRITICAL BEHAVIORS FOR THE CHILD DEVELOPMENT ASSOCIATE, COMPETENCY AREAS II, IV AND VI, BASED ON A COMPREHENSIVE MODEL OF COMPETENCE FOR THE BREVARD COMMUNITY COLLEGE TRAINING PROGRAM

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A COMPANION MAJOR APPLIED RESEARCH PROJECT
PRESENTED TO NOVA UNIVERSITY IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

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Preface

This major research project was part of companion projects by Sue Geier and Barbara Young to establish institutional criteria for granting credit for the Child Development Associate (CDA) Program at Brevard Community College. Young and Geier have developed the Parent and Early Childhood Education Department. Currently, Young is Coordinator of Parent and Early Childhood Education where Geier is Assistant Professor.

The purpose of this preface is to review similarities in these papers. Similarities in the first chapter are due to the common source of information. Chapter one, however, represents each writer's interpretation of the information obtained. Chapters two and three are parallel. Similarity was approved in advance by the MARP committee including Max Raines, who served as MARP advisor for both writers, Robert Breuder, who was the Local Professional, and George Barton, the Central Staff Member. All materials in these chapters were collected and reviewed jointly by both participants. Point and counterpoint were reviewed and debated. From these discussions, a comprehensive model of competency was developed based on current literature and the professional expertise of both authors.

Two separate projects were then undertaken. Young developed Competency I. Set up and maintain a safe and healthy learning environment; Competency III. Build a positive self concept and individual strength; and Competency V. Bring about optimal coordination of home and center child-rearing practices and expectations. Geier developed Competency II. Advance physical and intellectual competence; Competency IV. Organize and sustain the positive function of children and adults in a group learning environment; and Competency VI. Carry out supplementary responsibilities related to the children's programs.[1] Chapters four and five reflect the individual effort of each author. Similarity is due to the use of the comprehensive model of competency, the use of standard reporting procedures and the overlapping of the developing rationale and the functional areas of the criteria.

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1. Competency titles defined in the following publication: U.S., Office of Health, Education and Welfare, Office of Child Development. The Child Development Associate Consortium's Credential Award System: A Report on Its Development and an Evaluation of Its First Year of Operation. CDA Consortium, 7315 Wisconsin Ave., Suite 601E, Wash., D.C. 20014, P. 127.

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Chapter 1

BACKGROUND OF THE CHILD DEVELOPMENT ASSOCIATE PROGRAM

The Child Development Associate Program was developed, envisioned, and funded by the Administration of Children, Youth and Families (ACYF), Office of Human Development Services of the U.S. Department of Health, Education and Welfare (HEW). The basic purpose of this program is to upgrade the quality of Head Start, day care and other child development programs.

It was predicted that a continued expansion of preschool programs would necessitate an increasing supply of trained staff. By emphasizing demonstrated competencies rather than length of training or accumulation of course credits, the program would promote quality training and give recognition to those workers who may have qualifications but no formal training. It was anticipated that the CDA credential would become a standard of competence in the child care field (_CDA: Guide for Training_, 1973).

Head Start was developed in response to research that showed early stimulation led to permanent increases in a child's intellectual capacity (Biehler, 1976). Martin Deutsch (1965) called attention to the fact that many American children were at a disadvantage in school because of their environment. Benjamin Bloom (1956) claimed that a child achieves 50% of adult intelligence by age four and 80% by age eight. This claim was "the most significant influence on the burgeoning interest in the importance of preschool experiences . . ." (Biehler, 1976, page 404). President Lyndon B. Johnson included Head Start in his Great Society programs in 1965 to enable the disadvantaged child to compete in the public school system. Millions of tax dollars were spent toward this goal.

The significance of this commendably ambitious program is that it is a unique attempt to meet the needs of the total child. Prior to this, only individual families with economic advantages had resources to provide these services. Now, the federal government organized its best resources to meet the needs of the low-income families. Early appraisals of the Head Start program were less than enthusiastic. A summary of a carefully controlled research study comparing school performance of children who had attended Head Start with children from similar backgrounds who had not attended reported that achievement levels of participating pupils were not significantly different (Report on Civil Rights, 1967). Several qualifying explanations were considered: 1) the program may have had positive aspects that were not measured; 2) Head Start programs were put into practice by teachers who lacked requisite skills and education vital for working with young children; and 3) the nature and extent of deprivation in the environment nullified the impact of the preschool experience (Biehler, 1976).

Response to these explanations was immediate. The Child Development Associate Credential (CDAC) was designed to provide child care personnel with the skills that they lacked. Behavioral objectives and programmed learning were used to define competencies that were to be demonstrated by the candidate. Training was to be individualized and to proceed at a pace that accommodated the candidate. A mandate was issued that every Head Start classroom must be staffed by a credentialed teacher by 1981 (Region IV OHDS/ACYF Florida Plan, 1977).

A non-profit corporation called the Child Development Associate Consortium was established in 1972 (see Appendix A). Its primary function was to assess the competence of child care personnel and to grant credentials to those persons assessed as competent. The Consortium was delegated two other functions: to continually evaluate and refine the credential award system and to gain recognition of the CDA credential as a standard of competence in the child care field. The standards of competent performance and assessment procedures were developed and endorsed by a Board of Directors of the Consortium which was composed of representatives from thirty-nine national groups and two public members. Memberships in these groups exceeded a half-million persons directly concerned with the education and development of young children (CDA Training Guide, 1973).

Participation by institutions of higher education was viewed as vital for the success of the program. Through participation in the program, community colleges were viewed as ideal institutions to provide community service, to innovate new adult learning strategies for non-traditional clientele and to develop flexible approaches to granting course credits and degrees. The author attended workshops, conferences and meetings to discuss the goals and implications of the CDA program (Geier, 1978). A decision was made to participate in this program. In the winter of 1978, Brevard Community College (BCC) was designated as the teaching institution for Palm Beach, St. Lucie, Indian River and Brevard counties, a 200-mile long district.

Statement of the Problem

Evidence that low-income children were not able to compete with their peers in the public school system was documented. More often than their peers, they were placed in special education classes, retained in the same grade, and consistently scored lower on standardized intelligence tests (Mercer, 1972). Associated effects of poor school experiences are low self-esteem, ineffective social skills, high drop-out rates and juvenile delinquency (Papalia & Olds, 1979). Research has proven the need for Head Start. However, to successfully meet children's needs and to sustain the support of the public to insure financing, Head Start must function effectively. Early reports claimed Head Start failed.

The results of recent research sponsored by the ACYF on the persistence of preschool effects indicated that well-run early childhood programs improved the ability of low-income children to meet the requirements of elementary schools. Recommendations were that a structured curriculum be implemented in all Head Start programs which would insure that deliberate learning goals were identified and effective teaching strategies implemented. The effective preschool programs proved to be responsive to individual and subcultural needs (Consortium on Developmental Continuity, 1977).

Programs are only as effective as the teachers who staff them (O'Banion, 1972). In order to meet the above criteria, teachers must be able to identify individual learning needs and intervene with appropriate teaching strategies that provide sequential learning tasks. The key to these processes is self-awareness which is the basis for effective communication (Kahler, 1974).

In sponsoring the CDA program, the federal government chose to provide opportunities for Head Start personnel to upgrade their skills. Six areas of competency were identified by general statements and further delineated into thriteen functional areas. Training has been given and assessment made on the basis of these broadly defined standards.

The problem for a training institution is what credit to give and how to maintain the quality of learning while implementing the broad general competencies. The additional factor of prior learning exists since Head Start personnel have experienced numerous training sessions provided by various sources. If the candidate has already gained competence in a given area, he/she deserves credit for it.

Using the Cooperative Assessment of Experiential Learning (CAEL) program, BCC will give credit for competencies mastered. First through the development of a portfolio, BCC will assess each candidate's learning level and style, grant credit for learning mastered, and then develop an individualized program for him/her toward further mastery of the competencies. This is a unique approach, and to my knowledge, has not been done.

In order to give credit and provide an effective individualized program, the level of learning for each candidate must be identified. In order to identify the level of learning, a sequential order of complexity must be differentiated.

Purpose of the Study

The purpose of this study was to identify critical behaviors for the Child Development Associate, Competency Areas II, IV and VI, based on a comprehensive model of competence. These behaviors would establish institutional criteria for assessment of competence and awarding credit.

Procedures

1. The scope of this endeavor lended itself to companion projects. The complexity of developing a comprehensive model of competency was clarified by dual points of view and expertise. Literature in three areas (e.g., pertinent CDA training and assessment, CAEL, and competency based) was examined in-depth and ideas

analyzed in a point and counterpoint fashion: a model of competency was carefully constructed.

2. Using this model, critical behaviors were developed in parallel but independent procedures. Researcher 1 (Barbara Young) reviewed and edited literature related to three competencies as defined by the Consortium[1]: "I. Set up and maintain a safe and healthy learning environment; III. Build a positive self concept and individual strength; and V. Bring about optimal coordination of home and center child-rearing practices and expectations." Researcher 2 (Sue Geier) reviewed and edited literature related to the three remaining competencies: "II. Advance physical and intellectual competence; IV. Organize and sustain the positive function of children and adults in a group learning environment; and, VI. Carry out supplementary responsibilities related to the children's programs."
3. a. In preliminary stage, experts in CDA and CAEL were consulted to determine the feasibility of combining the two programs.

   b. Educators in the competency based field were consulted to obtain guidance in setting up the program.
4. During the developmental phase of identifying sequential learning relative to competence, specialists in the

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[1] U.S., Office of Health, Education and Welfare, Office of Child Development. The Child Development Associate Consortium's Credential Award System: A report on Its Development and an Evaluation of Its First Year of Operation. CDA Consortium, 7315 Wisconsin Ave., Suite 601E, Wash., D.C. 20014, P. 127.

fields of child development, occupational therapy, speech and language, psychology, family therapy, administration, and early childhood were asked to critique critical behaviors for content and level: their suggestions were incorporated.

5. During the final phase, two professionals in early childhood and competency based programs responded to the concepts and critical behaviors. Their reactions were acknowledged and considered.
6. To assure a common base for developing a comprehensive model, mutual agreement was derived on assumptions, delimitations, limitations and definition of terms.

Assumptions

1. Learning is sequential in complexity and the sequence is a consistent and predictable factor in development.
2. Sequential learning can be identified exclusive of culture and environment.
3. Three domains of learning are information, interpersonal and psycho-motor. Information that has been integrated with feelings and beliefs is evidenced in behavior.
4. Competence, a reflection of learning, is observable at different levels of increasing complexity.
5. Competence includes three levels of increasing complexity which are defined as acquiring knowledge, applying knowledge and evaluating the results of the application.

Delimitations

1. A sequence of learning was identified without including all behavioral indicators to provide a means of assessing candidates yet allowing for variations in behavior.
2. In consulting experts, the researchers acknowledged the expertise, but retained the right to accept or reject the views. The premise for rejection was stated.
3. For two reasons, only experts in Early Childhood Education residing within the state of Florida were asked to review the outcomes. First, communication regarding on-going developments in competency based education was shared. Second, the time frame prohibited the dependence upon the U.S. mail service.

Limitations

1. The editing of information relative to identifying the sequence of learning was influenced by the individual belief system of the researcher.
2. An evaluation procedure for the effectiveness of the levels and critical behavior was described, but not used in the project.

Definition of Terms

1. Applicant - The person who has applied to the Consortium for assessment of competency.
2. CAEL - An acronym for Cooperative Assessment of Experiential Learning. It is an educational association of 250 institutions of higher education whose purpose is to foster experiential learning and the valid and

reliable assessment of its outcomes.

3. Candidate - The person in a CDA competency-based training program whose goal is the acquisition of a CDA credential.
4. Competency Based Learning - Learning that is inferred on the basis of observed behavior.
5. Consortium - A private, non-profit corporation comprised of 39 early childhood and development organizations whose purpose is to develop standards of competence and assessment procedures for the CDA credential.
6. Experiential Learning - Learning that has been acquired through life experiences as opposed to formal instruction in a college classroom or laboratory.
7. Functional Areas - Further delineation of six competencies established by the CDA Consortium and mandated through HEW: "Safe, healthy, environment, physical, cognitive, language, creative, self-concept, individual strength, social, group management, home/center, staff" (See Appendix B).
8. LAT Team - An acronym for Local Assessment Team. This team, which is composed of four members (i.e., candidate, field advisor, parent, consortium representative) assesses the competence of the candidate and awards the CDA credential according to a procedure established by the CDA Consortium.
9. Head Start - A federally funded project sponsored by HEW that provides child development services for

children three-to-five years of age whose families meet a stipulated income criterion. Additionally, health, dental and medical services are provided to children; social services and nutritional information are provided to parents.

10. Training Criteria - Six criteria indentified by the Office of Child Development for funding purposes (see Appendix C).

Significance of the Problem

Literature from different disciplines agreed on sequential characteristics of learning. Piaget (1971) identified cognitive functions as developing in a sequential series of stages. According to him, to successfully master a stage, one must: experience a series of actions which are consistent; master the whole structure which characterizes that particular stage; and, then integrate the mastery into the preceding stage, preparing the way for the next stage of learning.

Bloom and others (1956) identified the taxonomy of cognitive objectives. Krathwahl and others (1964) identified the taxonomy of the affective domain. Both were consistent with Piaget's theory of development and learning. Both taxonomies established levels of performance which build on and extend the abilities of the previous level.

Bruner (1966) saw the sequence in which materials or ideas were presented as one of the major requirements of effective learning. Bruner defined instruction as "leading [the] learner through a sequence of statements and restatements of a problem or body of knowledge that increases the learner's ability to grasp, transform and transfer what he is learning" (p.49).

Roueche and Pittman (1973) developed an interactive theory of learning that combined the affective and cognitive domains. They advocated the sequencing of materials as a major component for mastery of learning.

In various meetings sponsored by ACYF, local Head Start directors, and training institutions, confusion over how to reach CDA competency has been expressed by candidates and professionals currently involved in CDA training (Young, 1979). The federal government established the competencies, but the means of reaching the competencies were left to the training institutions.

By establishing institutional criteria for the assessment of competency based on a sequential order of complexity, multiple social, economic and psychological needs of the community were being met.

The non-traditional student had the opportunity to participate effectively and knowledgeably in higher education while being gainfully employed. With increased education came upward mobility and a wide range of job opportunities.

The well-defined criteria enabled the student to identify his/her own level of competence. The feeling of being in control of his/her own learning processes built trust and increased self esteem. Expectations were no longer vague and the means of reaching goals were well defined.

By providing criteria and encouraging the student to evaluate his/her own functioning, the student was given permission to learn and to think critically. Such self-acceptance led to more openness and commitment to change. These learning processes produced more effective early childhood teachers able to provide experiences which enriched the lives of children. Teachers were able to implement more appropriate teaching strategies.

The well-defined criteria also provided: a structure for trainees who wished to prepare themselves to be credentialed; more consistency in evaluation for CDA credentialing; means for institutions to build effective individualized programs; and the means for institutions to give credit which can be readily transferred because the learning accomplished is identified and recognizable.

Established, well-defined institutional criteria, based on a sequential order of complexity, contributed significantly to the validity of the CDA credential.

Chapter 2

REVIEW OF LITERATURE

The review of the literature of competency-based education, Cooperative Assessment of Experiential Learning and Child Development Associate provided information on the importance of interpersonal skills in teaching strategies, sequential learning levels, and methods of assessing prior learning in order to provide an individualized program for each candidate based on levels of current competence.

The concept of competency-based education appeared to have become popular in the 1960's with its roots lying in general societal conditions that clamored for relevance and individuality (Elam, 1971). The move toward accountability from the educational system (Sciara & Gantz, 1972), and the recognition that teaching was a science or technology, as compared to the traditional view of teaching as an art, helped to change the focus of what teacher training should encompass (Terry et al 1972).

Grant, et al (1979), in a study funded by the Department of Health, Education and Welfare (HEW), examined the development, meaning and importance of the competence-based education movement in American colleges and universities. He stated that the movement resulted from society questioning the ability of higher education to meet the needs of non-traditional students. Similar questioning arose at the end of the 19th century over the development of the secondary school program and the ability to teach skills to the large numbers of European immigrants. The competence-based movement insisted on clear standards of assessment with reasonable standards of achievement for all students. It was essentially a faculty reform. Outcomes were clearly stated and faculty were accountable for teaching students to achieve them. Distribution of time and resources shifted from the best to the average and below-average students. Faculty spent less time performing and more time observing and assessing. Faculty developed interdisciplinary dialogue and were open to peer criticism. One result of the emphasis on faculty accountability has been awesome expectations for competence.

Recommendations by the authors of this study to educators included: sharing experiences of competence-based programs with other institutions; making first-hand observations of successful programs; refining competence-based methods; and, comparing long term effects of competence versus traditional approaches.

Competency Based Literature

Competence is a term that sounds deceptively simple but is, in fact, frustratingly complex. Appreciation for the complexity can be gained by examining some of the problems in identifying and implementing competencies.

Proceedings, from the second conference of vocational educators at the University of Illinois in 1972, acknowledged that teachers were only beginning to come to grips with a philosophy of competency. There was no substantive model for proceeding. Two major requirements of the model were a definition of what is meant by competency in the teacher domain and agreement of appropriate levels of competency. Without a definition, how could one proceed? Should competence be indicative of general principles or specific activities? Melvin Barlow (1972) argued for the general principles approach: "The secret of a good teacher is in being able to relate or interpret in any given set of circumstances which change rapidly the accepted, practical response" (p. D-5). He further declared that the teacher must hold a clear-cut, comfortable, knowledgeable understanding of the basic philosophy of education and be able to perceive how his/her practices point directly toward the goal. Consequently, the teacher would know how and when to change practices and content within the intent of the program and tailor the situation to the individual student. David Vogler (1972), at the same Illinois conference, pointed out that priorities appeared to be placed on developing cognitive competence rather than affective. He cautioned that research indicated affective competencies were crucial to teaching socio-economically disadvantaged, handicapped and young students. He sought to insure development of competency in the affective domain. Both spokesmen offered words of wisdom which were easier to accept than to implement.

Attempts to identify competencies without a well-defined construct resulted in long lists which were unwieldly and tended to be unused. Cottrell, et al, (1971) developed a list of 256 competencies which were generally recognized as the most "comprehensive study of occupational teacher education competencies" and served as a "model for curriculum." The first conference of Illinois vocational educators (1971) added 221 competencies to Cottrell's list for a total of 477 competencies expected of vocational teachers. In Florida, the first edition of the Catalogue of Teacher Competencies (1973) listed 1,301 competency statements from which those concerned with teacher education and certification could select appropriate statements and specify the performance criteria. In a research study by Brantley and Jenkins (1978), designed to identify unique competencies for early childhood teachers, seventy competency statements selected primarily from the literature were rated by 238 early childhood personnel for importance and frequency of use. Of these, 65 were rated as essential, though not necessarily unique for early childhood teachers. Results of this study were incorporated into a study designed to establish essential and unique competencies for elementary teachers. The Council on Teacher Education tabled decisions to use these results for determining certification requirements in the state of Florida.[1]

An early definition of competency based teacher education was proposed by George Collins, in an interview with Andrews (1972), as "an approach to preparing teachers that places great stress on the demonstration of explicit performance criteria as evidence of what the prospective teacher knows and is able to do" (p. 2).

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[1] Committee on Teacher Education (COTE) Meeting in Orlando, 3/12/79.

Stanley Elam (1971), editor of Phi Delta Kappan, identified five points of consensus on competence:

> 1. Competencies (knowledge, skills, behaviors) to be demonstrated by the student are derived from explicit conceptions of teacher roles, stated so as to make possible assessment of a student's behavior in relation to specific competencies, and made public in advance.
> 2. Criteria to be employed in assessing competencies are based upon, and in harmony with, specified competencies: explicit in stating expected levels of mastery under specified conditions; and, made public in advance.
> 3. Assessment of the student's competency uses his performance as the primary source of evidence; takes into account evidence of the student's knowledge relevant to planning for, analyzing, interpreting, or evaluating situations or behavior; and strives for objectivity.
> 4. The student's rate of progress through the program is determined by demonstrated competency rather than by time of course completion.
> 5. The instructional program is intended to facilitate the development and evaluation of the student's achievement of competencies specified.

Edgar Kelley (1975) recognized the nuances alluded to in Elam's article and distinguished between performance and competence. He suggested that performance based education is limited to an instructional approach, is process-oriented and focuses on learner demonstration of required knowledge, skills or behavior. Competency based programs are broader in philosophy, and are concerned with process outcomes. How does the learner apply, over time, the knowledge, skills or behaviors that he has learned? Performance is the tool by which competency is measured, as opposed to more traditional measures such as paper and pencil tests, term papers, etc. Kelley theorized that the key to competency is judgment or assessment. Like beauty, it is judged by the viewer. Competence is not a product of what the individual knows, does or feels, but how others evaluate what the individual knows, does or feels. Competency is based on comparison. Therefore, three assumptions are basic to competency: 1) judgment about competence is relative to specific settings and standards of audiences judging competence; 2) the more perceptions, the more reliable the judgment; 3) competence is based on multiple examples of application.

Despite the acknowledged complexities, competency based education was hailed as "one of the most viable models developed nationally over the last several years" (Stewart, et al 1977, p. 188). For the first time, the training of teachers in an individualized and personalized manner has begun to accurately reflect professional knowledge of the needs of teachers-in-training, as well as those of pupils whom they will eventually teach. Stewart, et al, assumed that use of sequentially related competencies facilitated achievement of skills essential for effective teaching; that competencies included knowledge, skills, behaviors; and that teachers must not only know children but be able to develop curricula to meet needs of individual children. Modules were seen as the major component for a competency based program because they provide the student with most of the information needed for self-pacing and self-selection. The module format clearly defines all components for independent learning experiences designed to facilitate achievement of specific objectives and should include rationale, objectives, grading structure, pre-requisites, pre-assessment, remediation, and module evaluation (Arends, et al 1973).

The literature points out philosophical ambiguities, pitfalls, promises and praises. Using the wisdom and experiences of others, how is it best to proceed? The concept of experiential learning was beginning to receive recognition. What did the the two concepts of competency and experiential learning have in common? How were they different?

Experiential Literature

Experiential learning largely refers to learning that has occurred outside of the classroom. Coleman, et al, (1973), compared information-processing learning which occurs in classrooms with experiential learning which takes place in every day life. The sequence of learning is different. Information processing begins with information about a general principle or a specific example of the principle through symbols. The principle is understood and particularized to a specific application. Movement is from the cognitive to the sphere of action. In contrast, experiential is nearly the reverse. Action occurs; effects are observed; a specific situation is understood; a generalization made; and, the general principle is applied to a new situation. Information processing is heavily dependent upon understanding symbols: experiential learning is not. Measures of the two kinds of learning should reflect equivalency.

An association was formed in 1974 for the purpose of fostering experiential learning and developing methods of assessing learning at the college level (Willingham, 1977). It recognized that learning does not have to be, and in many cases should not be, confined to a certain time in one's life. The student population of the seventies reflects all age ranges, all racial and ethnic backgrounds (Knapp, 1977). Trivett (1975) described the responsiveness of institutions to accommodate the growing market of new students as change from a selective to an adaptive system. The acronym CAEL (i.e.,Cooperative Assessment of Experiential Learning) emphasized that learning is inferred from observation, interaction, and performance which are referents of symbols (Keeton, 1974).

The rationale for CAEL is that many types of learning are equivalent to and appropriate for a college degree. "In CAEL's parlance, experiential learning means competence," wrote Trivett (1975, p. 47). Competence, according to CAEL spokeswoman Knapp (1977), "reflects a recent development in higher education that attempts to test the assumption that a college education in an era of rapid change should emphasize process rather than an accumulation of knowledge, and that college graduates should be able to demonstrate these skills, behaviors and attitudes that are necessary . . . " (pp. 23-24). However, she further acknowledged, competence statements usually pose a dilemma in that they are either too vague or general or too specific.

Recently, CAEL has sponsored a spate of handbooks on assessment: Teaching and Assessing Interpersonal Competence; Learning and Assessing Interpersonal Competence; Assessing Prior Learning; Expert Assessment of Experiential Learning; Assessing Occupational Competences; Assessing Prior Learning - A CAEL Student Guide (Sharon, 1977). The handbook by Breen, Donlon & Whitaker on Teaching and Assessing Interpersonal Competence was reviewed in depth since it supported the researcher's experiences and beliefs in the need for interpersonal skills.

The purpose of the Handbook was to facilitate teaching, learning, and assessing college creditable interpersonal competence as it is acquired or sharpened in experiential situations (p. viii). Interpersonal competence was seen as the basis for success in both the personal and occupational realms since "deficiency in interpersonal skills is probably the single most common reason for failures on the job" (p. 1). According to Fine (1971) all aspects of our occupational lives are related to data, people and things. The most difficult to teach and assess is the people aspect, yet it is the basis of our relationships with data and things. Krathwahl & Carkhuff, as quoted by Cole & Lacefield (1975), concluded that while professionals who are to provide effective help to their clients, need an array of affective skills such as empathy, trust, respect for others, character, etc.; while these skills can be stated as goals; and can be successfully taught to many; and while competence in these skills can be assessed, strong cultural norms may prohibit all three. A paradox exists. There is a need to teach interpersonal skills and they can be taught and measured but there is strong resistance in society against teaching them.

Education has generally avoided dealing with the affective domain. Problems education has experienced in the past in attempting to deal with the affective domain stemmed from resistance in the community to the state infringing on what is seen by many as parental and church rights. Part of that resistance is due to the fact that interpersonal competence is based on complex personality characteristics and attitudes developed in early childhood.

Competence, as defined in this Handbook, means an affective performance of a specified task or function which includes three levels of complexity: knowing, applying and evaluating. The knowing level includes learning, retaining and recalling subject matter. The applying level includes being able to use the information in new situations and being able to analyze the relationships among the data. The third level of competency includes being able to make accurate judgments about the value of the information presented, being able to determine appropriate ways to apply the information, and being able to give a rationale for these decisions. The Dictionary of Occupational Titles, published by the U.S. Department of Labor (1965), described three categories of competence: things, data and people. Breen, Donlon and Whitaker (1977) paralleled them to psychomotor, information and interpersonal. Information involved two aspects: data storage and retrieval (e.g., who, what, when and where information) and understanding inter-relationships of data (e.g., how and when information).

Breen, Donlon and Whitaker (1977) stated that "education cannot be effective without also being affective" (p. 5). If a teacher is to be effective with small children and parents, she must be competent in interpersonal skills. The interpersonal domain includes all the skills that enables a person to relate effectively to other persons. Intra- as well as interpersonal skills are required to communicate. The communicator must consider: his/her emotions, attitudes, beliefs and values; his/her socio-cultural customs, beliefs and factors such as age, sex, race, role, social and economic status; and the intentions or goals of self and the other communicator along with the resources available to attain these goals. These intrapersonal decisions are made before communicative behavior is chosen.

A number of useful implications for the measurement of individual growth are inherent in the frame of reference established by this model. Implications relevant to this project are:

1. By defining interpersonal competencies as functional skills, the analysis narrows the focus to trainable competencies that are acquired through education -- either traditional or experiential.
2. Thus, functional interpersonal development can be defined as the ability to understand and utilize increasingly more complex combinations of competencies in service of specific goals. Proscribed and discretionary behaviors are identified. This permits defining levels of complexity within and between competence clusters and developing institutional standards for awarding credit.
3. Since communication skills are seen as a common foundation for all interpersonal competence:
   a. it permits evaluation of interpersonal competence by behavioral samples of the communication process.
   b. it suggests evaluation will take place in an appropriate context determined by the specific goal or purpose of the skill or competence cluster under consideration.

Breen, Donlon and Whitaker (1977) have developed guidelines which will help in the vital task of setting standards, determining what is college creditable in assessing experientially learned interpersonal skills.

CAEL's intent was to develop general guidelines and principles of assessing that could be adapted to local circumstances and to individual learning (Willingham, 1977, p. vii). This intention has become fact. Institutions of varying sizes and philosophies have adapted the CAEL principles, developed their own procedures and granted varying amounts of credit.

At William Rainey Harper College in Palatine, Illinois, an A.S. degree in liberal arts may be earned by students under the supervision of a Program Director (Christensen, 1975). The Consortium of the University of California's universities and colleges integrated the assessment process into traditional academic structures. A student may earn a bachelor's degree for documented learning that is judged to be a minimum of "C" level work. A student may challenge any course. Fairly rigid guidelines for procedures and roles have been specified to maintain consistency in this large multi-campus arena. Memphis State University, through its University College, offers bachelor degrees for nontraditional learning including credit for experiential learning to a student body whose average age is 32. Portfolio assessment is the main tool for assessing prior learning. Procedures, forms and criteria have been developed for portfolio development and assessment. Union College, a small, private liberal arts college in Kentucky, has set up an Experiential Training Program using learning contracts to specify work expected and letter grade criteria. At the

University of Kentucky, a public service internship program has been implemented to foster experiential learning in a selected area. Students are placed in public service jobs where they learn about ethics by being involved in making public policy (Bortnick, et al, 1976).

CDA Literature

The key element in any program is its staff. Effective educational programs for young children are dependent upon competent, knowledgeable and dedicated teachers. Early childhood literature has long extolled the virtues of the qualified nursery school teacher (Hess & Croft, 1972; Hildebrand, 1971; Read, 1971; Leeper, et al, 1974). However, before the concept of competency was introduced, teachers graduated having met certain academic criteria, but with varying degrees of competency. Early appraisals revealed that Head Start teachers fell into two categories: college trained (with or without course work in early childhood or child development) or experiential where no specific standards for child care were met. A competency based approach to develop qualified Head Start teachers was enthusiastically begun (The CDA Program: A Training Guide, 1973).

The CDA competencies were developed by a task force of specialists in early childhood and child development in cooperation with the Office of Child Development; were reviewed by a broad spectrum of groups and individuals under the auspices of the CDA Consortium; and were adopted by the Consortium Board of Directors as a starting point. Basic competencies included knowledge, skill and attitude components. Six general statements of competency ascribed the knowledge and skill components while a listing of personal capacities addressed the attitude component (see Appendix C). The competencies were written in general terms that could be adapted to specific programs and situations. The competent Head Start teacher should be able to individualize programs for each child, be sensitive to any ethnic or cultural uniqueness and be aware of special needs that require professional attention (The CDA Program: A Training Guide, 1973).

"The competencies are seen as evolutionary and will be subject to greater specification and validation as development . . . continues" (The CDA Program: A Training Guide, 1973, p. 10). The evolutionary process and responsiveness to change are characteristic of this program. The broadly defined competencies were delineated into thirteen functional areas and adapted by the Board of Directors in 1975 (The Credential Award System, 1976). The credential award system established the Local Assessment Team (LAT) as the means for determining teacher competence. The team consists of a Consortium Representative, the Candidate, the Trainer or Advisor and a Parent-Community Representative. The award system provided specific standards, different perceptions to validate judgements and required an example of competency in each area. Originally, a vote of 3 to 1 of the team was accepted as recognizing competence. Evaluation of the system and recognition of the value of upgrading performance resulted in a change to consensus of all four members of the LAT to confirm competence. And, six examples or indicators of competence for each functional area are now required rather than one.

Although the original goals of the CDA program were to provide Head Start staff training and educational opportunities to facilitate upward mobility, the immediate goal was to improve the services to Head Start children, but the first priority was to promote acceptance of the program. At regional and state conferences and through literature, awareness of how the system works (i.e., funding, training criteria, support systems, etc.) was promoted and information on the six competency/thirteen functional areas was provided.[1] Assessment is based on "the definition of a CDA, six competency areas, and thirteen functional areas. At the functional area level, information collection and evaluation take place" (The CDA Consortium's Credential Award System, 1976, p. 20). The only allusion to personal capacity ' competency is found in the definition of a CDA:

> The CDA is a person able to meet the specific needs of a group of children in a child-development

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[1] Region IV HSST/CDA Workshops held in Atlanta, Ga., Tallahassee, Fl., Orlando, Fl., Miami, Fl.

CDA Consortium's Credential Award System: Report on Its Development and an Evaluation of Its First Years of Operation, 1976; The CDA Credential . . . and You. A Handbook and Enrollment Form for Individuals Wishing to Become CDA's, HEW 105-77-1012; CDA Pilot Projects: Innovations in Training, 1978.

> setting by nurturing children's physical, social, emotional and intellectual growth, by establishing and maintaining a proper childcare envirionment and by promoting good relations between parents and the child-development center (p. 3).

Concerns were raised about personal attributes and assessment techniques by spokespersons at two ethnic colloquies sponsored by the Consortium.

The black colloquy report (1973) questioned whether the term competency connoted mediocrity as opposed to a term like proficiency; identified the lack of an adequate instrument to measure competency; and suggested that assessment include effective knowledge of cognitive, affective and psycho-motor development, but also identify teachers who have no empathy or concern for individual children. Glendora Patterson in her article Translating Black Experience Theory into Practice As It Relates to Training (1973) wrote that it was necessary to recognize and understand the black experience in order to facilitate optimal performance of child care workers in relation to black children. Although blacks have been described by authorities such as Pouissant and Clark as angry, potentially explosive, apathetic and experiencing a pervasive feeling of powerlessness, in her role as director of the Parent-Infant Neighborhood Center in Berkely, Patterson saw a "lack of constancy of commitment, less than expected performance, inconsistency of enthusiasm for creative, productive, and sustained work habits" (pp. 33-34). She recommended that training be provided that included: 1) competent role models whose interaction with trainees radiates an atmosphere of mutual trust and respect; 2) opportunities for group and individual sessions in which insecurities and self-doubts can be dealt with openly and frankly; opportunities for self-expression including demonstrations of interest and abilities; and, where opportunities for success are many and varied; 3) and promotion of intellectual understanding and emotional awareness of the socio-cultural factors contributing to their doubts.

The chicano colloquy report identified differences between learning styles of chicano and anglo children that were related to basic differences in language and culture. Chicano children are used to words of personal endearment, warmly supportive encouragement from adults and learn best by modeling. Much of their self-esteem is based on their relationships with others, particularly nurturing adults. Attitudes of chicano parents reflect significant differences from anglos in valuing of family and friends. Therefore, additional competencies were recommended of understanding verbal and interactive patterns and behaviors of chicanos, awareness of building positive self-esteem and encouraging high-involvement of chicano parents in the program (Gonzalez, 1974). These competencies are based on understanding and valuing of self and others.

David Elliott (1966) emphasized that the relationship between a child and his/her adult teacher stimulates, nourishes and regulates the course of learning and development. Robert Bentley (1973) wrote that young children are very concerned with and attuned to attitudes of adults and that although research is sketchy in this area, conceptual difficulties should not prevent thorough investigation of attitude as a variable in assessment of adult competencies. In a Region IV HEW meeting in Atlanta, in May, 1979, attitudes, skills and behaviors were all considered part of curriculum for training institutions. Training materials from various programs were reviewed for format, content, student performance, levels of performance and sequence of learning (see Appendix D).

Levels of Competence

There were limited references in the literature related to levels of competence. Where levels were mentioned, the range of concepts was vast. Teacher competencies sometimes referred to levels associated with teaching certification, e.g., paraprofessional, general and master as in the 2nd Illinois Conference, 1972. An inclusive master list of competencies for teachers ranging from early childhood to adult were developed in the Florida Catalogue of Teacher Competencies (1973). Levels of competence were dealt with variously at CAEL institutions. Level was left up to the discretion of the instructor (Christensen, 1975). Levels for letter grades were specified by guidelines and by learning contracts (Bortnick, et al, 1976). CDA literature reflected the lower number of references. A high school training program referred to three levels of performance: knowledge, application and evaluation (Course of Study for Student Aides, 1977).

Competency based education was used to market Alverno College, a small parochial liberal arts college in Milwaukee, to potential students, and to at the same time market students to the business community. They specified a sequential level of achievement for each competence. A faculty task force inherited a matrix of twelve goals for students and reduced these to eight outcomes called competencies. Although this reduction was helpful, further refinement was needed. The idea was adopted of leveling each competence into a series of six sequential levels of achievement. Achievement was based upon a series of specific tasks calling for applying and evaluating information. For example:

> Competence I: Develop Effective Communication Skills
>
> Level 1 - Identify own strengths and weaknesses as initiators and responders in communication situations of the following types including a variety of audiences: written, oral, use of graphs.
> Level 2 - Analyze written and oral communication situations.
> Level 3 - Communicate with clarity of message exchange in communication situations of the following types: including a variety of audiences: written, oral use of graphs
> Level 4 - Demonstrate sufficient understanding of basic concepts of at least 3 major areas of knowledge to communicate in terms of one . . . (Grant, et al, 1979, p. 273).

The tremendous time and effort needed to design and prepare such a program presents difficulties in implementing a competence based program. Additionally, there was a tendency to pack too much into the first and second levels. The need to improve and refine competence specifications was recognized by both faculty and students.

In a nursing program at Mt. Hood Community College, near Portland, Oregon, a "Write, Say and Do" curriculum was developed, based on frequency of precise behavioral descriptions. Competence was described in terms of a specific task and broken down into sequential steps which were written, spoken or performed. The rehearsal and performance of competence was based on speed and accuracy. This focus became the source of mass student protest because of inherent pressures and the resulting high levels of stress and anxiety and low levels of genuine learning (Grant, et al, 1979).

There was agreement in the literature on relating levels of competence to Bloom's (1956) taxonomy of cognitive skills (Elam, 1971; Breen, Donlon & Whitaker, 1977; Course of Study for Student Aides, 1977). The first level of competence as assessed by performance is knowledge or comprehension; the second level is application or analysis; and, the third level is synthesis or evaluation.

Sequence of Learning

Even fewer references were found for sequences of learning than for levels of competence. Coleman, et al, (1973), described learning sequence as evolving from understanding a general principle to applying it to a particular situation. Stewart, Denson

& Stone (1976) recognized an underlying assumption of competence as "the use of sequentially related competencies to facilitate achievement of skills . . ." (p. 191). The College for Human Services in lower Manhattan, which originally began as a program to train non-traditional students to become professionals, developed a performance grid delineating eight competencies in five dimensions of constructive action (i.e., purpose, values, self and others, systems, and skills). The grid provided a practical step-by-step program that was exceedingly helpful to the students and faculty in determining curriculum. Breaking the curriculum down into specific units enabled the non-traditional student to experience success in small degrees that became effectively integrated into larger units (Grant, et al, 1979).

The sequence here also appears related to Bloom's taxonomy: information is collected, understanding begins, hypotheses are generated and applied, analysis is made and understandings are sythesized and evaluated. Piaget's theory of cognitive development (Ginsburg & Opper, 1969) supports this sequence. Cognitive structures are built on the basis of experience or available information that is interpreted. The structure changes as the information base expands and as a function of comprehension, application and analysis. Learning can be generalized to new and different situations, which involves evaluation.

Summary

The concept of competence is amazingly complex. Its multifaceted nature is illuminated when considering the most effective way to implement a program. The concept implies that education focus on the whole person, intellectual, socio-emotional and physical, as opposed to the more traditional focus on intellectual development. There is consensus that competence includes knowledge, skills and behaviors which are demonstrated by the person who is being judged as competent. Because judgment or assessment is the basis by which competency is determined; assessment procedures and expectations must be clearly defined, judged in more than one situation, and from several perspectives. Curriculum is geared toward the competency involved and is frequently presented in a module format that is sequential in nature. The sequence of learning appears to proceed from particular bits of information that are organized into general principles which can then be applied to new situations and evaluated. An assumption is that college-level students are operating at the abstract level of cognitive development.

There is also consensus that the socio-emotional component of personality, as reflected in the attitude component of competency, is vital. Education has traditionally shied away from this area. Current resources are offering guidelines for implementing interpersonal and communication skills curricula. Knowledgeable educators are emphasizing the importance of attitude in the growth and development of young children.

Consequently, a competency based program for persons working with young children should be designed to enrich the whole person through development of skills in self-awareness and communication; knowing, applying and evaluating general principles of child development and early childhood to specific programs and individual children.

Chapter 3

METHODOLOGY

Experts in CAEL, CDA and competency based education were consulted. Joe Keller, CAEL Regional Manager of South Coastal States and Frank Christensen, CAEL Regional Manager of West Central States were interviewed regarding the feasibility of combining the CDA and CAEL Programs. Both encouraged this idea and saw CAEL as a beneficial adjunct. Keller offered his time and expertise in support of the program. Marsha Kaufman, Early Childhood Education Specialist, and Nita Ekwurzel, Administrations Specialist for Humanics, sub-contractors to ACYF offering state-wide support for the CDA program, enthusiastically endorsed the combined concept. Valencia Community College, Orlando, Florida, offers a CDA training program based on a traditional course credit model. Camille Graves, Child Development Coordinator at Valencia Community College, advised that students frequently had limited skills in reading, writing and organizing time efficiently. She recommended mini-courses in these areas. Seminole Community College, Sanford, Florida, sponsored a CDA training program that was an independent study/modules model. Faye Moore, then Administrator of Child Care Training Program at Seminole Community College, cautioned that students need interaction and shared experiences. Independent study through modules alone does not provide for this.

After consulting experts, the need for establishing well-constructed critical behaviors as the basis for institutional assessment was evident.

Literature was examined in order to identify a sequential order of learning and levels of competence so that criteria for assessment and, subsequently, a training program could be designed for mastery of six competencies including thirteen functional areas. A review supported the concept of sequential learning (Bruner, 1966; Ginsburg & Opper, 1969; Roueche & Pittman, 1973; Stewart, Denson & Stone, 1976; Papalia & Olds, 1979). The sequence proceeds, at an abstract level, from understanding a general principle, to applying the principle in a particular situation and evaluating the results (Ginsburg & Opper, 1969; Coleman, 1973). Levels were associated with this sequence of learning and appear to be based on Bloom's (1965) taxonomy of cognitive skills. The levels of competence may be equivocated to letter grades for course credit (Bortnick, et al, 1976).

Competence was conceptualized as involving the whole person and described in terms of domains: cognitive, affective and psycho-motor (Vogler, 1972; Bentley, 1973) or knowledge, attitude and skills (Elam, 1971; Roueche & Pittman, 1973; Stewart, Denson & Stone, 1976, ACYF Region IV Curriculum Development Conference, 1979). This concept was further refined by Fine (1971) and Breen, Donlon & Whitaker (1977) to include information, interpersonal and psycho-motor components. The importance of interpersonal skills was acclaimed not only by these authors but by those who recognized the significant aspect of adult/teacher attitude in interaction with the developing child (Elliott, 1966; Patterson, 1973; Bentley, 1973; Gonzalez, 1974). Based on this research, categories of competence have been operationally defined as follows:

> Information: recall of pertinent data.
>
> Interpersonal: awareness of self and others in context of the environment that allows one to communicate what, when, where, how, why and to whom appropriately.
>
> Psycho-motor: ability to control the body to perform a specific task.

These three categories or domains of competence may be defined and observed for three levels of increasing complexity. A taxonomy outlining categories, levels of complexity, content and performance is shown in Table 1.

The rationale for this taxonomy is that learning, although a continual and cyclical process, may be defined in terms of a discrete and sequential process. The process is identifiable and general: the manner in which the individual moves through the process is observable and unique. The process, as outlined by Bloom, et al, is thus: information is interpreted and applied; the application is analyzed for accuracy and relevancy; the resulting evaluation is then considered new knowledge, and the cycle begins again, as shown in Table 2.

Each individual collects and internally processes information in a manner truly unique to him/her, based on the way sensory information is processed by the central nervous system (Prescott, 1969; Ayres, 1974; Papalia & Olds, 1979; Geier & Young, 1979). Learning then becomes a function of the central nervous system and experience. Infants and children follow the general process outlined by Bloom, et al, but the content of their thinking is qualitatively different from most adults. Most adults have reached the abstract level of thinking which is characterized by flexibility in using deductive and inductive logic. The appropriate unit of knowledge from which to begin goal-oriented learning is a general principle. It provides a broad focus within a logical context from which to begin thinking. Each individual's understanding of the principle will be unique, as will be the application and evaluation. Nonetheless, a verifiable framework for a sequential process of learning has been identified.

The critical function of assessment was recognized (Kelley, 1975; CDA Consortium Award System, 1975). Kelley (1975) recognized that since competence was determined by judging, several judgments spanning several situations would increase the validity of the judgment. The CDA Award System utilized Kelley's construct with a four-member assessment team where consensus is needed and each competency is judged on a minimum of six indicators. The institution will adopt this principle into its assessment system. Institutional assessment will be determined by a three-member team where consensus is needed (Young, 1979).

Performance criteria for assessment were considered for each of the levels. Knowledge of the general principles was considered essential. Accuracy on 80% of the principles was considered indicative of competence at Level I. Application of basic principles in the classroom was considered evidence of competency at Level II. A minimum of six applications was the performance criteria. Analysis of the outcome of facts learned at Level I and applied to a real life situation at Level II was considered to be the criteria for Level III.

Level of complexity was the basis for determining a letter grade. Consortium standards for competency appear to be associated with Level II (Competency Standards, 1975). Therefore, candidates will be required to perform at Level II in order to be assessed as competent per Consortium requirements. Evaluating the results of one's own behavior is a higher level of functioning and completes the learning cycle. The institutuion will encourage this level of competency. Candidates assessed at Level II will be awarded a letter grade of B; those assessed at Level III will be awarded a grade of A.

Criteria for assessment were developed for each of the thirteen functional areas, specifying the three domains of competence for each level of complexity. Barbara Young developed critical behaviors for competencies I, III and V;

Sue Geier developed critical behaviors for II, IV and VI. Qualified specialists reviewed the competency descriptors and their suggestions incorporated (see Appendixes E and F).

During the final phase of development, criteria for assessment were reviewed by two professionals in early childhood education whose backgrounds included experience in competency based programs. Suggestions were acknowledged, considered and either incorporated or refuted.

Chapter 4

RESULTS

In companion projects, a model of competency identifying levels of increasing complexity and personal domains was conceptualized by researchers Geier and Young. Critical behaviors for each level and each domain were described by researcher Geier as Institutional Criteria for Competencies II, IV, and VI (see Appendices G, H, I). These criteria would become the basis for assessment of competence and awarding of credit in a Child Development Associate training program being developed at BCC.

The Institutional Criteria for Competency II, Competency IV, and Competency VI were evaluated by persons knowledgeable in the specified areas from three dimensions: 1) progression of the criteria or the rationale of the model; 2) relevancy of behaviors or validity of the descriptors; and, 3) clarity of language. The evaluations are reported and results are presented in Table 3. Changes in the Institutional Criteria that were adapted in response to the evaluations are listed in Table 4 where the original item is presented to compare with the revised item.

In the preliminary phase, Buchanan evaluated Competency II, Functional Area 4: Physical. She endorsed the progression, accepted the relevancy of the behaviors and found them well-written and easily understood; she proposed no changes or revisions. Kurtz critiqued Competency II, Functional Area 5:

Cognitive, and Functional Area 6: Language. She described the conceptualization of competency as fitting together logically with no suggested changes to content. Under Functional Area 5: Cognitive; Application level, Information domain, she suggested that more clarity would be achieved by changing the wording and format of four related items. Item 3 was a general heading of "identifying appropriate activities for:" and items 4, 5, and 6 were different concept areas. The three concept areas were changed to complete statements (see Table 4). Under Functional Area 6: Language, Kurtz found the wording confusing for Item 1, Application level, Psychomotor domain. As written, the language was elliptical; antecedents of #1 and #2 were unclear. The antecedents were identified (see Table 4). She also recommended numbering pages of the criteria for easy referral.

Ruppert reviewed Competency II, Functional Area 6: Creative. Rather than responding to the critique form, she submitted an outline emphasizing the importance of understanding creativity and how one's own creativity is influenced, before attempting to plan experiences for children that encourage creativity.

Competency IV, Functional Area 10: Social, was evaluated by Kaufman who agreed with the rationale and found most descriptors relevant. She questioned the accuracy of the word "experiences" in Item 6, Application level, Psychomotor domain. Item 6 was written, "helps to establish sexual identity by providing experiences (i.e., open bathroom door, books,

TABLE 3

CRITIQUE RESULTS OF INSTITUTIONAL CRITERIA FOR COMPETENCIES II, IV AND VI FROM QUALIFIED SPECIALISTS (a)

COMPETENCY (b)	FUNCTIONAL AREA (c)	EVALUATIVE SPECIALIST	QUESTIONS FOR CRITIQUE OF COMPETENCY CRITERIA			
			(1) Do You Agree With the Progression? If Not, Why?	(2) Are the Criteria Relevant? If Not, Why?	(3) Are Criteria Well Written and Easily Understood? If Not, Why?	(4) What Changes Would You Value? Why?
II Advances Physical & Intellectual Competence	4. Physical	Buchanan	Yes	Yes	Yes	None
	5. Cognitive	Kurtz	Yes	Yes	Yes, Except for typos and minor form changes i.e., Level II Information Change Format of 4,5,6	See No. 3 Also, number pages for easy referral.
	6. Language	Kurtz	Yes	Yes	Yes, except for typos & minor word changes. Under Level II-Psychomotor, it is under whether Items 1 & 2 refer to these statements under Information, Interpersonal and/or Psychomotor.	See No. 3 Number pages for easy referral.
	7. Creative	Ruppert	Did Not Respond	Did Not Respond	Did Not Respond	Comments were in form of essay/outline on how creativity is blocked.

(a) Reviewers were selected on the basis of their expertise in a specific functional area.

(b) The Child Development Associate Consortium's Competency Standards

(c) Key words delineating Competency Standards into 13 functional areas.

TABLE 3 (Cont'd.)

COMPETENCY (b)	FUNCTIONAL AREA (c)	EVALUATIVE SPECIALIST	QUESTIONS FOR CRITIQUE OF COMPETENCY CRITERIA			
			(1) Do You Agree With the Progression? If Not, Why?	(2) Are the Criteria Relevant? If Not, Why?	(3) Are Criteria Well Written and Easily Understood? If Not, Why?	(4) What Changes Would you Value? Why?
IV Promotes positive functioning of children & adults in a group.	10. Social	Kaufman	Yes	Most are relevant. Under Lead II, Psychomotor, I question whether the word "experiences" is correctly used.	Under Lead II, Psychomotor, I question whether the word "experiences" is correctly used.	There are no items dealing with the young child's need for privacy and encouraging respect on others' need for privacy. I would add this important aspect
	11. Group Management	Lidkea	No. I disagree that we can assume that adults learn on abstract level. Students must experience learning before applying it.	Did not respond.	Did not respond.	Each class needs to include an experience that allows students to learn with bodies as well as minds.
VI Carries out supplementary responsibilities related to children's program.	13. Staff	Wellman	For the most part. Level I-Interpersonal progression is not logical to one in terms of complexity.	Yes	For the most part, explanation may be needed for "problem solving" and "OK way" under Interpersonal.	None

TABLE 4

REVISIONS IN INSTITUTIONAL CRITERIA FOR COMPETENCIES II, IV AND VI RESULTING FROM CRITIQUES BY QUALIFIED SPECIALISTS

COMPETENCY(a)	FUNCTIONAL AREA (b)	LEVEL (c)	DOMAIN(d)	INSTITUTIONAL CRITERIA FOR COMPETENCY AREAS II, IV AND VI	
				ORIGINAL CRITERIA	ADOPTED CRITERIA
II	5	II	INF	(3) Selects appropriate activities for:	
				(4) "developing concepts (i.e. position, time, color, opposites, etc.)	(3) Selects appropriate activities for developing concepts (i.e., position, space, time, color, opposites, etc.) (p. 5-3)
				(5) "organizing and identifying properties of objects (i.e. size, shape, weight, lengths, etc.)	(4) Selects appropriate activities for organizing and identifying properties of objects (i.e., shape, weight, lengths, etc.) (p. 5-3)
				(6) "promoting awareness of cause and effect."	(5) Selects appropriate activities for promoting awareness of cause and effect (p. 5-3)
	6	II	PSY	(1) Provides good language model (#1 & #2 under Knowledge).	(1) Provides good language model (i.e., #1 & #2 under Level I: Psychomotor).

a. The Child Development Associate Consortium's Competency Standards as defined in Appendix
b. Key words delineating 6 competency standards into 13 functional areas.
c. Levels of increasing complexity of the learning process as defined by Geier and Young.
d. Conceptualization of competence involving the whole person as defined by Geier and Young in this study.

TABLE 4 (Cont'd.)

COMPETENCY(a)	FUNCTIONAL AREA(b)	LEVEL(c)	DOMAIN(d)	INSTITUTIONAL CRITERIA FOR COMPETENCY AREAS II, IV AND VI	
				ORIGINAL CRITERIA	ADOPTED CRITERIA
IV	10	II	PSY	(6) Helps to establish sexual identity by providing experiences (i.e. open bathroom door, books, animals, information, etc.) and responding to questions and comments in accepting and factual manner.	(6) Provides opportunities to develop sexual identity using unisex bathrooms, books, animals, information, etc. and responds to questions and comments in an accepting and factual manner. (p. 10-4).
		I	INF	(5) Explains that respect of and appreciation of others comes from experiencing respect and appreciation.	(5) Explains that caring for and appreciation of others comes from being cared for and appreciated.
				(6) Explains that generosity and sharing come from an internal locus of control.	(6) Explains that a child experiences a need for privacy as well as group interaction.
VI	13	I	INT	(1) Explains that own feelings, thoughts and opinions are important and can be shared with others in an OK way.	(1) Identified own feelings, thoughts and opinions and explains how they can be shared with others in a way that invites being heard (p. 13-1).
					(3) Identifies problem solving as an essential technique for learning and lists appropriate strategies for problem solving (p. 13-2).

animals, information, etc.) and responding to questions and comments in accepting and factual manner." The wording was changed to, "Provides opportunities to develop sexual identity using unisex bathrooms, books . . . . "She noted omission of a behavior recognizing a child's need for privacy and advocated adding items that not only recognized the young child's need for privacy but also encouraged respect for others need for privacy as well. Competency IV, Functional Area 11: Group Management, was evaluated by Lidkea who rejected the rationale (see Appendix F) on the basis that adults do not learn on an abstract level. She argued that adults need to experience techniques and situations before being able to fully learn a concept; "let them experience being taught by authoritarian techniques; let them then experience being positively reinforced; having opportunity for problem solving, etc., and evaluate their own reactions before they go out and plan for children"; and advised an experiential component in part one of the cycle.

Wellman, who reviewed Competency VI, Functional Area 13: Staff, accepted the rationale of progression but did not see the logical progression of increasing complexity in the Interpersonal domain. She found the criteria well written but foresaw interpretation necessary for terms like "problem solving" and "OK way," also from the Interpersonal domain.

In the final phase of development, the revised criteria, along with the Background, Review of Literature and Methodology, were submitted to two professionals residing in the state of Florida who have dual background in early childhood and competency based education. For brief professional resumes on these reviewers, see Appendices J and K.

Brantley described the rationale as appropriate, acceptable, and making a well-organized package of the whole CDA plan, but cautioned that the real test to determine the model's usefulness is to use it with a group of candidates. She raised the following questions:

> (1) The inclusions of basic skills which relate to all (functional) areas increases greatly the length . . . . I noted the discussion of this in the manuscript and it seems reasonable. I don't have a problem with including them under each level except from a quantity standpoint. Do you feel it is important to underscore the importance of these skills?
>
> (2) This concern is not within your realms of responsibility but . . . I wondered if the CDA credential will be . . . awarded to people who are not able to function at the Evaluation level?
>
> (3) Trying to keep in mind the various categories and levels is quite tedious . . . . Logically, each Information item in Level I should have a companion item in Level II and Level III. Would you agree? For example, under Functional Area 4: Physical (p. 4-1), do Items 1 - 4 under Level I apply to Item 1 under Level II? The clearer you can be about how an item under Knowledge is applied under Application and evaluated under Evaluation, the better. One possibility would be to give an item the same number under each level (see Appendix L).

Lutz agreed with the rationale but questioned its meaning. He advised more clearly stating the five assumptions listed in chapter - Background and adding the following assumption:

> Each candidate should be able to demonstrate, prior to program completion, that she possesses specific competence. Competency in the CDA program is defined as performance expectations, the criteria for which are specified in demonstrable terms, observable behavior, pupil outcomes, or some combination thereof (see Appendix M).

He found the criteria relevant but asked if they were specific enough to:

1. Represent reliable indicators of the competency area (i.e., "if viewed in isolation, would you likely match certain criteria to a specific competency area) . . . and,

2. Be measured with a fair amount of standardization. Although the criteria were well-written and easily understood, he did not understand why certain ones kept reappearing, such as, "demonstrates how to speak clearly and write legibly." He strongly urged a separate competency area for reading, writing, and speaking. "This competency may be the most important area of assessment and should be considered as a contingency for program entrance and certainly for exit" (see Appendix M).

He made three recommendations:

1. Clearly define what constitutes early childhood to help get a frame of reference for the reader.

2. Clarify certain criteria so that the reader would know if it applied personally or pedogogically.

3. Include an entire competency component on diagnosing differences and adapting the environment and learning conditions to meet the diagnosed needs because of large differences among young children. He offered words of praise, "it is difficult to recommend change: your work is one of the most constructive steps I've seen in early childhood education."

In summary, reviews were obtained from specialists with expertise in each of the seven functional areas of the Institutional Criteria for Competencies II, IV, and VI, and the rationale from which the criteria were developed. A summary of their comments were presented in Table 3, and subsequent revisions to the criteria were listed in Table 4. Two professionals in early childhood and competency based education critiqued the model as well as the critical behaviors, their evaluations and suggestions were described.

Chapter 5

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

Reactions to Specialists

Critiques from specialists regarding the logic of the rationale, validity, and completeness of the descriptive behaviors and clarity with which the behaviors were written ranged from pragmatic to philosophical and proved to be highly beneficial. Some suggestions were easily accepted, others provoked more deliberate consideration of the competence paradigm.

Details had been overlooked, such as page numbers; clarity had been muddied by associating three difference concept areas with one general heading; jargonistic phrases such as "OK ways" had been used; and, inaccurate wording had slipped through, such as equivocating structuring the environment with providing experiences. Important aspects of the social area had been omitted, such as recognizing the need for privacy in young children, as well as providing young children the opportunity to learn that others need privacy as well. Young children learn to recognize and value their own needs as a function of how those needs are recognized and valued by significant people in their lives (Fraiberg, 1959). Children also learn to value in others what is valued in themselves, so that respect for the need for privacy by others is learned most effectively by having one's own need met (Briggs, 1975).

An item alluding to this phenomenon of learning was written for all three levels under the Information domain (i.e., Knowledge level: Explains that caring for and appreciation of others comes from being cared for and appreciated; Application level: Teaches respect and appreciation by respecting and appreciating; Evaluation level: Assesses whether children are being treated with respect and appreciation.)

The question by Wellman was challenging concerning the progression of increasing complexity in the Interpersonal domain of Functional Area 13: Staff. The progression is awareness of one's own feelings, thoughts, and opinions, internal acceptance and expression of them in ways that do not invite defensiveness or attack by others and recognizing a reciprocal process in others. Consequently, differences in feeling, thoughts, and opinions are expected and accepted. By listening and identifying differences, problems can be identified and solutions explored. Recognition of each person's valuable qualities and contributions strengthens group process (Berne, 1964). Acceptance of the process as never ending reaffirms the value of communication, a vital factor in staff efficiency and morale.

The comments by Ruppert on creativity were endorsed by this researcher. It was concluded, upon perusal, that recognition of different facets of creativity, along with awareness of the personal qualities that effect its expression, had been suitably incorporated into the existing criteria.

The rejection of the rationale by Lidkea on the basis that adults do not learn on an abstract level was provoking. Where were perspectives different? Where were they alike? Definitions of the meaning of abstract learning evidently differed. However, the sequence of the learning cycle appeared to be similar; the interval of the cycle was different. The cycle is the same whether for abstract or trial and error learning: something is done, observed, heard (i.e., information is absorbed at varying level of awareness) and applied to a new situation, the application is evaluated and the cycle begins again (Geier and Young, 1979). On a simple level, the young child observes mom push a light switch, the child knows something interesting happens when mom pushes the switch, the child then pushes the switch, observes the effects and decides that its a fun thing to do. On a more complex level, a candidate hears and sees a general principle defined. For example, that physical growth proceeds from proximo to distal. This principle is illustrated with slides, graphs, demonstrations, etc. Upon observing a child who is unable to hold scissors correctly, the candidate would check to see if shoulder and back muscles were developed in order to determine appropriate intervention activities. It appears that Lidkea interpreted the rationale as assuming that all adults have progressed to the abstract level of thinking and, further, as equivocating abstract thinking with learning. Abstract thinking is a reflection of learning. It may be argued that all thinking is abstract albeit, there are wide ranging degrees. Philosophically, if one associates thinking with the ability to remember – that is, to retain information that can be retrieved — and to compare or analyze thoughts; then, all thinking is abstract, but may be related to subjects of increasing complexity (i.e., how to turn on a light switch versus evaluating a child's level of development and devising appropriate remedial strategies.) The researcher's criteria for learning at an acceptable level of abstract thinking is that one must be capable of understanding general principles as evidenced by applying and evaluating them. (See researcher Young's companion study for an extended discussion of the criteria of abstract thinking as it relates to competency for a teacher of young children.)

Reaction to Professionals in Early Childhood Education

In addressing comments from the professionals, one appeared in common: the repetition of basic communication skills (i.e., reading, writing, and speaking). Brantley noted the increased length of each functional area due to their repetition and asked if the repetition were a way of underscoring the importance of these skills. Lutz advocated a separate competency for these skills, surmising that this may be the most important area of assessment. The essential aspect of these skills is apparent. Fluency, or efficiency, in using these tools is tantamount to effectiveness in learning and, subsequently, teaching. Several factors played a part in the decision to include them in each functional area:

1. The Consortium and its sponsoring agency, ACYF, avoided spelling out literacy requirements. The ability to communicate effectively must be assumed in order to

competently work with children. In order to communicate effectively, a teacher must be clearly understood, write legibly, and be able to read.

2. In the underlying concept of competency, the ability to retain information, make inferences based on that information and evaluate outcomes presupposed the ability to use one's body in whatever manner was required (i.e., reading material, recording and transmitting via written material, speaking in clearly understood and appropriate manner). The psychomotor domain is an integral part of competency: it is through this domain that one can make inferences about the other two domains.

3. Each functional area is different and requires a different focus for these skills. For example, Functional Area 13: Staff, requires that one be able to speak clearly and understandably in order to be competent in the Interpersonal domain of expressing oneself, listening to others, and problem solving. Legible and accurate records are essential and mean the difference between a coordinated or fragmented effort. Reading and following forms means survival in a federal program. In contrast, functional Area 4: Physical, requires that the candidate use a checklist to identify developmental levels in motor skills, set up an obstacle course to promote specific kinds of development, and supervise developmental activities. All of these activities presuppose knowledge gained most readily through channels of reading and clearly understood speech and

require varying degrees of legible penmanship, verbal communication and physical agility.

4. Candidates will be working individually on the functional area of their choice, at their own pace, and will need criteria that are specific to that area. Students who have prohibitive deficits in these areas will be referred to learning labs within the community college system for more intensive help.

The question raised by Brantley in regard to awarding a CDA credential for competency at less than the Evaluation level is pertinent. Present Consortium standards may be interpreted as encouraging but not requiring evaluation of performance. For example:

> Materials included in your portfolio should be accompanied by a written explanation of why they are included and how they demonstrated what you do with children. This explanation can include how materials were used and a brief description of the activity they support.
>
> Take a look at your progress in working with children. How were you doing a year ago? Which experiences and activities led to better performance? How did you bring about the experience? What materials and techniques did you use? What happened? How did this new approach help children to learn? What did you learn from this experience?
>
> (Portfolio Preparation Workbook for CDA Candidates, 1977, p.3)

However, some indicators of competence listed in the same publication did not require evaluation level performance:

COMPETENCY II, Functional Area 5: Cognitive

Indicators: For example, the Candidate:

- provides materials and equipment for exploration and experimentation in science activities;

COMPETENCY II, Functional Area 7: Creative

Indicators: For example, the Candidate

- encourages creative expression of feelings and ideas;
- provides activities, materials and equipment that encourage creative endeavors (art, music, dramatics, movement, etc.). (Ibid, p. 7)

Some evaluation is inherent in performing these indicators. However, more qualitative evaluation would include assessing the appropriateness of the materials and equipment. How do the concepts to be learned from science activities relate to the developmental level of each child who will be manipulating them? How are the children responding to invitations to express creativity? Is their behavior reflecting curiosity, exploration, experimentation and expression of ideas? How effective are the activities, etc? How does the candidate reinforce divergent thinking? Because of the varying descriptions of competence found in the CDA literature, Geier and Young acknowledged that Consortium standards appear to be associated with the Application level and that students will be expected to perform at this level, while being encouraged to perform at the Evaluation level (see p. 44).

Keeping the various domains and levels in mind is tedious. Consideration is being given to making the concept more easily grasped. Thought was given to the suggestion made by Brantléy that items be companionized from level to level and domain to domain. Her suggestions were rejected for the following reasons: 1) Competence is a broadly conceived concept and is subject to individual perspective (Kelly, 1975). 2) Within the concept of competence, certain principles are considered essential to behave competenly in that area. However, there are myriads of behaviors that represent applying or evaluating a principle, and 3) Some behaviors may incorporate several principles. For example, completing Functional area 4: Physical, Application level, Information domain, Item 1. Identifies developmental levels of children: gross, fine, sensory-motor depends upon understanding and implementing Knowledge level, Information domain Item 1. Explains the developmental sequence of physical growth and development; and Item 3. Describes the theory and sequence of sensory-motor integration. Identification may be accomplished by filling out a single form on a child that is designed to evaluate the whole child, rather than filling out a separate developmental test for each kind of development. There is no true correspondence between items. Attempting arbitrarily to make a fit appears to interfere with flexibility and individuality.

One recommendation by Lutz that was near and dear to the hearts of both researchers is that of developing a separate component to diagnose individual differences by adapting the environment and arranging learning conditions to meet the diagnosed needs. In the first draft of this project, the Evaluation level had been designed to identify developmental needs of one child and evaluate the learning program for that specific child so that learning conditions could be adapted appropriately. Evaluating the behavior of an individual child against a background of knowledge about children in general and how a group of children respond in particular should result in understanding the uniqueness of a child and his/her specific needs. A learning contract was to be set up between the candidate and a faculty advisor to identify developmental levels of a single child with strategies which were to be implemented and evaluated. This kind of competence is the goal of an effective teacher training program. However, it logically is a cycle beyond the conceptualized evaluation level and a decision was made to relate the evaluation to the candidate's own performance rather than to a specific child's individual needs. Nonetheless, diagnosing and adapting for individual differences are skills that will be incorporated into the program.

In considering Lutz' comments, the scope of this project was brought more clearly into focus. This project was envisioned as a prototype whose major thrust was to come to grips with a working model of competency from which behaviors could be described. The next step will be to set up a well-defined CDA training program. The suggestion to strengthen assumptions, to add an inclusive description of a CDA candidate, to define behaviors so succinctly that they could be readily identifiable and standardized are excellent and need to be done. Strengthening and further defining will be the next endeavor. An analogy here is that the present study is an idea and tentative blueprint from which to build. How the finished product turns out and where changes need to be made will become obvious as work progresses. The supportive framework has been constructed.

Implications

The federal government through its sponsored agency, the CDA Consortium, had defined what the outcomes or goals were for CDA competency. The scope of this project was to design a system that satisfied sound theoretical principles, matched philosophical biases of the researchers and enabled students to achieve competency with heightened self-esteem and responsibility for their own learning. Backgrounds of both researchers in child development pointed to the significance of sequence and levels. Nothing appears fully developed. Whatever product one examines is developed in sequence; whatever goal one hopes to achieve is reached through discrete steps. The literature clearly supported concern and rationale for viewing the process of learning as sequential and occurring in increasing levels of complexity.

The learner, whose behavior is the reflection or measure of learning, is a total being and cannot be dissected into separate spheres. "Everything about (a person) effects everything else, until it is virtually impossible to separate the various strands . . . . Personality involves various aspects grouped together involving interpersonal interaction . . . these aspects are inexplicably intertwined" (Papalia &

Olds, 1979, p. 4). Competency was viewed as a gestalt whose aspects were intertwined. However, it was apparent that the gestalt would not be understood until the aspects were taken apart and examined.

Learning was viewed as the process through which competency is developed. Competence is a function of learning that has occurred at the levels and in the areas specified. Learning, therefore, is best understood by identifying levels, sequences, and domains or areas. Because this dissection is necessary in order to analyze and understand the process, it was concluded to be an essential tool for both the student and the institution to ensure that learning was occurring without gaps. Experience has shown that students have gaps in essential learning. Some are excellent thinkers and earn high grades, but are ineffective in working with children because of inadequate interpersonal skills. Some are poor academicians, but are warm and nurturing to children. Others may be creative and provide stimulating environment, but lack knowledge of child development and an awareness of feelings in self and others.

The gestalt was dissected into three domains that most nearly paralleled the philosophical framework of the researchers, and three levels of increasing complexity. A unique concept had been identified; consequently, implementing these three domains and levels into a training program will be challenging.

1) The Information domain is the traditional realm of education and offers the least implementation challenge. Information is necessary for rational behavior. Descartes hypothesized, "I think, therefore, I am," but Mager more practically advised that one needs to think before acting and cautioned that if "you're not sure where you're going, you're liable to end up some place else" (1975, Preface). However, competency based education is primarily for faculty reform. Inservice training will be needed to introduce new concepts and materials to those who will be involved in training and administration. Candidates will need to demonstrate their own commitment to learn. Moving from the traditional passive, student role to an active, involved learner role will be a decision each candidate must make for him/her self.

2) The Interpersonal domain of feelings, thoughts and beliefs on behavior is an integral aspect and pervasive influence on competency. How will this be accepted by the educational world which has tended to avoid feelings and beliefs. How effective will this program be in working with racial differences? Awareness of feelings and beliefs of both faculty and candidates will be essential. Unresolved feelings and beliefs will lead to negative and destructive covert messages. In-service training on prejudice about race, authority figures, and styles of learning will be an ongoing and integral part of the program for faculty. Such experiences will enable teachers to provide a competent role

model who interacts with candidates in an atmosphere of mutual trust and respect. Candidates will need to have an opportunity to discuss in groups and individually, openly and frankly, their insecurities and self-doubts. They will be invited to look at socio-cultural factors contributing to their self-doubts. Following Patterson's 1973 recommendations supporting the candidate's development of self-awareness and self-esteem will be basic to the success of the program.

3) The Psychomotor domain is vital. Theoretically, achievement in this area will be the most significant in the program, for it will be dependent upon competence in the other two domains. The concept of psychomotor is closely allied with the belief that the effectiveness of the body to absorb information and adjust behavior determines a person's ability to function. Each person's body is unique and demands access for information through various sensory channels. A major emphasis in the researchers' existing programs at BCC is to understand, identify and intervene in the functioning of the sensory-processing system in children and parents (Geier & Young, 1979). Understanding the candidate's sensory-motor processing system will enable the candidate to identify problems and the institution to provide specific learning experiences to remediate or compensate. If the training institution is successful in identifying and adapting the learning environment for various learning styles of candidates, it will serve as a powerful model for replicating that experience for candidates with children.

Recommendations

1. The critical behaviors called Institutional Criteria for Institutional Assessment should be used in a CDA training program presently being offered at BCC for a period of one academic year.

2. At the end of that period, the critical behaviors will be revised for specificity and reliability with an aim toward a measure of standardization while at the same time valuing flexibility and individualization.

3. Continuous and open discussion on specific items that will document competency is necessary. Further delineation of those criteria that will be assessed by observation and discussion is imperative. Clearcut standards and expectations are the cornerstones of a successful competency based program.

4. The usefulness of the concept will be evaluated and the advisability of generalizing this competency based approach to other preschool education programs and personnel will be investigated -- such as adapting these criteria for use in the A.S. degree program in child care services and including preschool workers in the private and parochial sectors.

5. Following the recommendations of Grant, et al (1979) to educators involved in competency based programs, these results and plans for change will be published.

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APPENDIX A

THE CHILD DEVELOPMENT ASSOCIATE CONSORTIUM

MEMBERSHIP

As Of 1/18/77

Name of Organization	Address
Action for Children's Television	46 Austin Street Newtonville, MA 02160
American Alliance for Health, Physical Education and Recreation	1201 16th St., NW Washington, DC 20036
American Association of Elementary/ Kindergarten/Nursery/Educators	(State Groups Only)
The American Dietetic Association	430 N. Michigan Avenue Chicago, IL 60611
American Library Association/Children's Services Division	50 E. Huron Street Chicago, IL 60611
American Montessori Society	150 5th Avenue New York, N.Y. 10011
American Occupational Therapy Association	6000 Executive Blvd. Rockville, MD 20852
American Optometric Association	7000 Chippewa St. St. Louis, MO 63119
American Personnel and Guidance Association	1607 New Hampshire Ave., N.W Washington, DC 20009
American Psychological Association	1200 17th St., NW Washington, DC 20036
American Speech and Hearing Association	10801 Rockville Pike Rockville, MD 20852
Association for Childhood Education International	3615 Wisconsin Ave., NW Washington, DC 20016
Association of Teacher Educators	1701 K Street, NW Washington, DC 20006

Name of Organization	Address
Black Child Development Institute	1463 Rhode Island Ave., NW Washington, DC 20005
Center for Applied Linguistics	1611 N. Kent Street Arlington, VA 22209
Children's Defense Fund (of the Washington Research Project)	1520 New Hampshire Ave., NW Washington, DC 20036
Children's Theatre Association of America (Division of American Theatre Association)	800 Oak St., #2A Winnetka, IL 60093
Day Care & Child Development Council of America, Inc.	1012 14th St., NW Washington, DC 20005
Education Commission of the States	Suite 300 1860 Lincoln St. Denver, CO 80203
Family Service Association of America	44 E. 23rd Street New York, New York 10010
National Art Education Association	1916 Association Drive Reston, VA 22091
National Association for the Advancement of Colored People	1790 Broadway New York, New York 10019
National Association of Early Childhood Specialists in State Departments of Education	P.O. Box 489 Jefferson City, MO 65101
National Association for the Education of Young Children	1834 Connecticut Ave., NW Washington, DC 20009
National Association for Retarded Citizens	2709 Avenue E. East Arlington, TX 76011
National Association of Social Workers	600 Southern Bldg. 15th & H Streets, NW Washington, DC 20005
National Association of State Directors of Child Development	Div. of Admin. Office of Gov., Wade Hampton B Columbia, SC 29201
National Association of State Directors of Teacher Education and Certification	VT Dept. of Education Montpelier, VT 05602

Name of Organization	Address
National Congress of Parents and Teachers	700 N. Rush Street Chicago, IL 60611
National Education Task Force de la Raza	University of New Mexico College of Education Albuquerque, NM 87131
National Federation of Settlements and Neighborhood Centers	232 Madina Avenue New York, New York 10016
National Indian Education Association	1115 Second Ave., South Ivy Tower Bldg. Minneapolis, MN 55403
National Parents Federation for Day Care and Child Development	429 Lewis Street Somerset, NJ 08873
National Urban League, Inc.	500 E. 62nd St. New York, New York 10021
Parent Cooperative Preschools International	11504 Alcinda Lane Gaithersberg, MD 20760
Puerto Rican Association for Community Affairs, Inc.	853 Broadway, Rm. 1001 New York, NY 10003

THE CHILD DEVELOPMENT ASSOCIATE CONSORTIUM'S COMPETENCY STANDARDS

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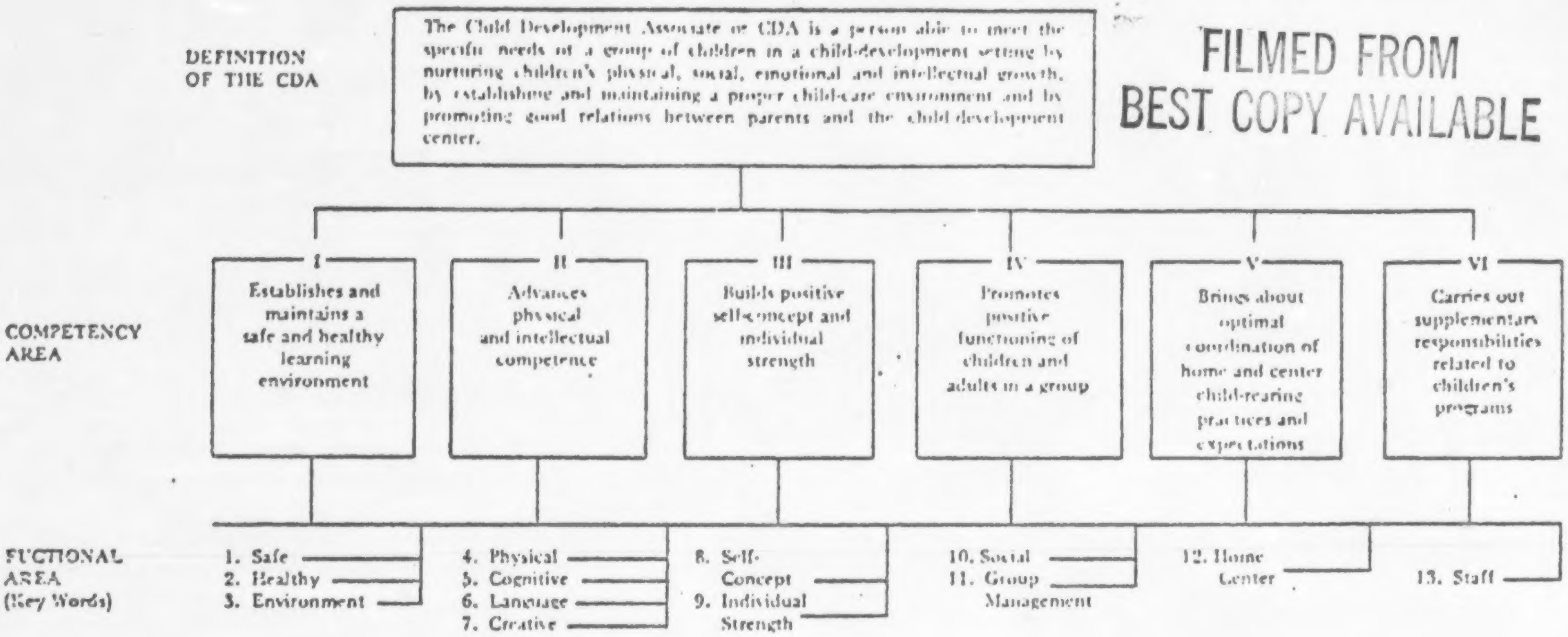

The Child Development Associate or CDA is a person able to meet the specific needs of a group of children in a child-development setting by nurturing children's physical, social, emotional and intellectual growth, by establishing and maintaining a proper child-care environment and by promoting good relations between parents and the child-development center.

DEFINITION OF THE CDA
COMPETENCY AREA
I Establishes and maintains a safe and healthy learning environment
II Advances physical and intellectual competence
III Builds positive self-concept and individual strength
IV Promotes positive functioning of children and adults in a group
V Brings about optimal coordination of home and center child-rearing practices and expectations
VI Carries out supplementary responsibilities related to children's programs
FUCTIONAL AREA (Key Words)
1. Safe
2. Healthy
3. Environment
4. Physical
5. Cognitive
6. Language
7. Creative
8. Self-Concept
9. Individual Strength
10. Social
11. Group Management
12. Home Center
13. Staff

1. **SAFE**—Candidate provides a safe environment by taking necessary measures to reduce or prevent accidents.

2. **HEALTHY**—Candidate provides an environment that is free of factors which may contribute to or cause illness.

3. **ENVIRONMENT**—Candidate selects materials and equipment and arranges the room to provide an environment conducive to learning and appropriate to the developmental level of the children.

4. **PHYSICAL**—Candidate provides a variety of appropriate equipment, activities and opportunities to promote the physical development of the children.

5. **COGNITIVE**—Candidate provides activities and experiences which encourage questioning, probing and problem-solving skills appropriate to the development level of each child.

6. **LANGUAGE**—Candidate helps children acquire and use language as a means of communicating their thoughts and feelings and understanding others.

7. **CREATIVE**—Candidate provides a variety of experiences and media that stimulate children to explore and express their creative abilities.

8. **SELF-CONCEPT**—Candidate helps each child to know, accept and appreciate herself/himself as an individual.

9. **INDIVIDUAL STRENGTH**—Candidate helps each child develop a sense of independence and acquire the ability to express, understand and control her/his feelings.

10. **SOCIAL**—Candidate helps the children learn to get along with others and encourages feelings of mutual respect among the children in the gorup.

11. **GROUP MANAGEMENT**—Candidate provides a positive routine and establishes simple rules with the group that are understood and accepted by children and adults.

12. **HOME-CENTER**—Candidate establishes positive and productive relationships with parents and encourages them to participate in the center's activities.

13. **STAFF**—Candidate works cooperatively with other staff members concerning plans, activities, policies and rules of the center.

Reprinted from The CDA Consortium's Credential Award System: A Report on Its Development and An Evaluation of Its First Year of Operation. p. 127

APPENDIX C

Personal Capacities Essential for Child Development Associates

In addition to the knowledge and experience that are essential components of educational competencies, it is essential that the people who teach young children have specific capacities for relating to them effectively. From field observation of practitioners and a review of the literature, it is possible to name those qualities and capacities which are likely to be most congruent with the competencies as defined. These are essential complements to the more technical aspects of competence. The capacities listed below represent patterns of relatedness most relevant to teaching children in the early years of childhood. Training programs for CDA's should try to develop them in all CDA candidates.

- To be sensitive to children's feelings and the qualities of young thinking.
- To be ready to listen to children in order to understand their meanings.
- To utilize non-verbal forms and to adapt adult verbal language and style in order to maximize communication with the children.
- To be able to protect orderliness without sacrificing spontaneity and child-like exuberance.
- To be differently perceptive of individuality and make positive use of individual differences within the child group.
- To be able to exercise control without being threatening.
- To be emotionally responsive, taking pleasure in children's successes, and being supportive for their troubles and failures.
- To bring humor and imaginativeness into the group situation.
- To feel committed to maximizing the child's and his family's strengths and potentials.

APPENDIX D

CDA TRAINING MATERIALS

	Credit	Format	Content	Levels of Performance	Sequence of Learning
Arkansas State University Beebe CDA Program 1977		Field Based	Modules	Knowledge Skill	None Mentioned
High School Rockville, Maryland 1977	Not Applicable	Field Based Pre-Training Regular In-Service Seminars	Modules	Knowledge Application Evaluation	None Mentioned
Portland State University Oregon 1976	64 Hrs. Upon Completion of CDA Program Within 2 Years	Field Based	Modules	Knowledge Skills Outcome Objectives	Knowledge Skills
Southern Illinois University 73-74	30 Hrs. After Credentialed	Field Based	Training Manual	Trainer Judges Competence	None Mentioned
University of Hawaii 1976	Optional Credit for Each Module Services Fully Completed	Mini Courses Small Group Indep. Study	Modules	Self-Assessment Trainer Assessment	Candidate Determines Sequence of Competencies

APPENDIX E

QUALIFIED SPECIALISTS WHO REVIEWED AND COMMENTED UPON THE FUNCTIONAL AREAS IN THE DEVELOPMENTAL PHASE

Specialist	Area of Expertise	Functional Area Reviewed
Dotty Ports, M.Ed.	Early Childhood Former Director Laboratory School, Purdue University	Safe
Nita Ekwurzel, M.Ed.	Administration Specialist Humanics Former K Teacher	Environment
Gail Buchanan, O.T.R.	BCC Instructor: Health, Safety and Playground	Physical Healthy
Barbara Kurtz, M.S.	BCC Instructor: Principles of Early Childhood	Cognitive Language
Joan Ruppert, M.Ed.	BCC Instructor: Art for the Young Child	Creative
Betsy Baughan, M.Ed.	Child Therapist Former Preschool Teacher	Self Concept Individual Strength
Marsha Kaufmann, PhD	Former Preschool Teacher Specialist: Humanics	Social
Mary Lidkea, M.A.	Former Preschool Teacher Presently in PhD Program in Clinical Psychology	Group Management
Joan Wellman, M.Ed.	BCC Instructor Child Care Practicum; Science for the Young Child	Home/Center Staff

APPENDIX F

QUESTIONAIRE FOR CRITIQUE OF COMPETENCY CRITERIA

Please review and comment on these criteria for competency. The criteria are presented in a logical progression of increasing complexity.

RATIONALE: Learning begins with new information that must be sorted through, applied and evaluated. With adults who have progressed to the abstract level of thinking, the most appropriate place to begin is with a general principle that can be interpreted, applied and the results re-interpreted. Then the cycle begins again - learning is a continual process.

The progression in these criteria is:

1) Knowing is a general principle.
2) Applying understanding of the principle to a real situation.
3) Evaluating the outcome of the application and identifying what change is necessary.

Do you agree with the progression? If not, why?

Are the criteria relevant? If not, why?

Are the criteria well-written and easily understood? If not, why?

What changes would you make? Why?

Thank you for your cooperation. We appreciate your critique!

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INSTITUTIONAL CRITERIA FOR COMPETENCY AREA II

Advances physical and intellectual competence.

Functional Area 4: Physical. Candidate provides a variety of appropriate equipment, activities and opportunities to promote the physical development of the children.

This functional area focuses on the Candidate's ability to determine the physical needs (small--and large--muscle development, coordination, sensory development, etc.) of the child. Activities to meet these needs should be planned and implemented. There should be provision for the special needs of the handicapped children within the group.

Level I - Knowledge

Information: (1) Explains the developmental sequence of physical growth and development.

(2) Explains the developmental sequence of fine motor development.

(3) Describes the theory and sequence of sensory-motor integration.

(4) Describes the relationship between motor development and intellectual development.

(5) Explains that development is enhanced by providing opportunity to explore and master skills.

(6) Identifies activities that promote development in gross motor, fine motor and sensory-motor areas.

Interpersonal: (1) Describes own motor development and sensory processing system.

(2) Explains the importance of accepting a child where is is developmentally and using positive reinforcement to encourage risk-taking and development.

(3) Explains the importance of flexibility and perceptiveness in taking advantage of the "teaching moment."

(4) Explains the importance of developing skill in identifying and promoting growth in this vital and responsive area.

Psychomotor: (1) Demonstrates how to use checklist to identify developmental levels of motor skills.

(2) Demonstrates how to set up activities to promote gross motor development (i.e., obstacle courses, large block areas, etc.).

(3) Demonstrates how to set up activities to promote fine motor development.

(4) Demonstrates how to supervise developmental activities.

(5) Demonstrates how to balance indoor and outdoor activities by scheduling a daily flow to meet developmental needs of children.

Level II - Application

Information: (1) Identifies developmental levels of children: gross, fine, sensory-motor.

(2) Plans daily activities that promote physical growth and development (i.e., crawling, running, jumping, balancing, climbing, etc.).

(3) Plans daily activities that promote fine motor growth and development (i.e., cutting, pasting, stringing, pegs, buttoning, etc.).

(4) Plans daily activities that promote sensory motor integration (i.e., tactile, kinesthetic, auditory, visual processing, body awareness, etc.).

(5) Plans daily schedule that provides opportunity to explore and master skills.

Interpersonal: (1) Values self and accepts own strengths and weaknesses in sensory-processing and motor development.

(2) Values and accepts each child's strengths and weaknesses.

(3) Praises specific accomplishments of children as they engage in activity/tasks.

(4) Listens as children express their feelings (fears, elation, etc.) while performing tasks, accepts their feelings and discusses them.

(5) Provides accurate feedback describing child's behavior as he performs tasks with encouragement and acceptance.

Psychomotor: (1) Maintains records identifying child's developmental levels.

(2) Provides equipment and materials for the planned activities.

(3) Sets up activities (i.e., obstacle courses, hot/cold experiences, etc.).

(4) Supervises a balanced schedule of activities (i.e., indoor/outdoor, small, gross, perceptual motor, etc.).

(5) Models behaviors as necessary for children to learn (i.e., is able to provide child with information he needs to perform task whether visual, auditory, tactile/kinesthetic, etc.).

Level III - Evaluation

Information: (1) Identifies developmental needs of specific children in this area.

(2) Plans appropriate activities to promote growth in identified area of need.

(3) Determines appropriate referral or resources as needed.

(4) Evaluates program for gross, fine, sensory and motor activities and identifies changes as needed.

Interpersonal: (1) In working with specific child in an area of specified need and the child balks, avoids, goes out of bounds, etc.; evaluates the situation and problem solves with the child by identifying feelings, options, etc. and letting child make final decision with expectations for his behavior clearly understood.

(2) Identifies own feelings and how they are influencing the situation.

(3) Appreciates a child's struggle toward mastery and warmly praises his performance.

(4) Evaluates own effectiveness in this area.

Psychomotor: (1) Evaluates progress of children using developmental records.

(2) Evaluates equipment and materials being used and identify changes as needed.

(3) Evaluates schedule of activities with needs of children and identify changes as needed.

(4) Consults with staff and other community resources about needs of specific children.

(5) Follows up on recommendations of professionals.

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INSTITUTIONAL CRITERIA FOR COMPETENCY AREA II

Advances physical and intellectual competence.

Functional Area 5: Cognitive. Candidate provides activities and experiences which encourage questioning, probing and problem solving skills appropriate to the developmental level of each child.

This functional area focuses on developing the children's thinking and problem solving abilities by providing a variety of stimulating activities and experiences.

Level I - Knowledge

Information:

(1) Defines what is meant by cognitive development including developmental stages and their characteristics.

(2) Defines what is meant by learning and learning style.

(3) Explains how the child is responsible for his/her own learning.

(4) Explains that the teacher's role is to structure the environment and provide the opportunities that encourage learning to occur.

(5) Describes the developmental sequences of concepts such as position, space, size, time, etc.

(6) Lists the kinds of learning experiences that will provide opportunity to develop these concepts (i.e., position, etc.).

(7) Lists kinds of activities that will promote thinking and problem solving (i.e., classification, comparing likenesses and differences, seriating, etc.).

(8) Describes methods to foster the child's independent methods of taking in, making sense of and using information in problem solving in real life.

(9) Describes techniques to assess and document cognitive developmental levels of children.

(10) Lists appropriate resources for questions asked and interest shown by children (i.e., people, books, field trips, etc.).

Interpersonal: (1) Describes own curiosity and enjoyment of new experiences.

(2) Expresses enjoyment of children's search for new meaning and learning.

(3) Describes own feelings and engages in active listening with children.

(4) Describes what a "touching moment" is.

(5) Spends time with each child and listens to him/her to describe and show what he/she has done and how it relates to his/her life.

(6) Responds with respect to questions asked by the children.

(7) Willingly acknowledges if he/she doesn't know answer.

(8) Describes own learning style and the amount of energy that is spent while "learning."

(9) Asserts that he/she is responsible for own learning and only he/she can give self permission to learn and consider new ideas.

Psychomotor: (1) Demonstrates how to speak clearly and understandably.

(2) Demonstrates how to write legibly.

(3) Demonstrates how to read pertinent material.

(4) Demonstrates how to set up materials and activities that sequence the acquisition of concepts such as position, space, size, time, etc.

(5) Demonstrates how to plan and set up activities for children's different levels of understanding.

(6) Demonstrates how to plan and set up structured and unstructured activities appropriate to different levels and styles of learning.

(7) Demonstrates how to help a child plan what he is going to do, help him to do it independently and help him evaluate the results.

(8) Demonstrates how to organize and maintain a file of activities.

Level II - Application

Information: (1) Identifies cognitive levels of the children.

(2) Schedules activities and materials that allow choices, stimulate curiousity and invite enjoyment.

(3) Selects appropriate activities for developing concepts (i.e., position, space, time, color, opposites, etc.).

(4) Selects appropriate activities for organizing and identifying properties of objects (i.e., size, shape, weight, lengths, etc.).

(5) Selects appropriate activities for promoting awareness of cause and effect.

(6) Fosters child's learning by providing experiences and feedback that allow him/her to take in, make sense of and try out information.

Interpersonal: (1) Identifies and accepts own cognitive strengths and weaknesses.

(2) Identifies and respects strengths and weaknesses of children.

(3) Takes advantage of teaching moment by setting aside scheduled events to allow time for seeking answers to other questions when it seems more relevant.

(4) Shares time with children to listen to them describe and show what they have done.

(5) Shares interest of children by acknowledging questions and seeking answers, immediately if possible or at a designated time and follows through on it.

(6) Gives self permission to experience world as child may and ask questions to stimulate awareness.

(7) Finds something positive to reinforce in children's contributions.

Psychomotor: (1) Speaks clearly and understandably.

(2) Documents cognitive levels of learning in children's records.

(3) Writes out and uses activities that sequence cognitive learning.

(4) Organizes and maintains a file of appropriate activities.

(5) Presents and manipulates materials appropriately.

(6) Helps a child plan what he is going to do, helps him do it independently and helps him evaluate the results.

(7) Provides resources to help child find answers to questions he has raised.

Level III - Evaluation

Information: (1) Evaluates cognitive learning levels of the children.

(2) Evaluates long-range and related sequential short-range objectives for these children.

(3) Evaluates effectiveness of activities described under Level II as they relate to specific children.

(4) Evaluates experiences and feedback designed to foster child's independent methods of learning.

(5) Identifies any referrals for outside resources that may be appropriate.

Interpersonal: (1) Evaluates own functioning and identifies change if needed.

(2) Accepts responsibility for own learning and evaluates effectiveness of ideas and activities.

(3) Evaluates strengths and weaknesses of individual child.

(4) Shares time with child, listens to him/her describe and show what he/she has done and evaluate the child's development and needs.

(5) Evaluates a child's functioning in a particular situation and selects a specific piece of behavior to praise.

Psychomotor: (1) Speaks clearly and at an appropriate level for listener.

(2) Collects and introduces large assortment of manipulative materials selectively.

(3) Adapts equipment, materials and activities to meet specific cognitive levels.

(4) Asks questions, poses and presents problem solving situations appropriately for individual child.

(5) Stimulates expanded thinking and problem solving by providing appropriate feedback to child.

(6) Provides materials, activities and teacher-child interaction which stimulates focused behavior (i.e., initiating, attending, carrying-through).

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INSTITUTIONAL CRITERIA FOR COMPETENCY AREA II

Advances physical and intellectual competence.

Functional Area 6: Language. Candidate helps children acquire and use language as a means of communicating their thoughts and feelings and of understanding others.

This functional area focuses on developing the children's communicative skills, both verbal and non-verbal. In bilingual settings, it includes the ability to communicate in and to further the children's familiarity with, their dominant language.

Level I - Knowledge

Information: (1) Explains how language is learned including the developmental sequence of language acquisition.

(2) Describes how language normally develops including developmental milestones and patterns of expressive language.

(3) Describes the importance of adult modeling, reinforcement, expansion and elaboration in language development.

(4) Explains how to assess and document language development on children's records.

(5) Identifies basic ways to foster language development.

(6) Describes appropriate language development goals and activities including general kinds of language experiences plus any special considerations which apply to your own program.

Interpersonal: (1) Explains that all people are born with feelings but that labels for and understanding of feelings is learned.

(2) Describes own ideas, feelings, thoughts and is willing to verbalize them to others.

(3) Explains the importance of encouraging children to express their thoughts, feelings and opinions.

(4) Explains how communication increases in an atmosphere of warmth and acceptance.

(5) Describes listening to others as a valuable form of recognition.

(6) Explains that language, both verbal and non-verbal, should accurately reflect feelings, thoughts and opionions.

Psychomotor: (1) Speaks clearly, understandably and with natural, pleasant tonal patterns.

(2) Demonstrates how to "teach as you speak" by responding to children's queries with an elaborated speech code (i.e., by using complete sentences that are accurate, specific and include helpful information, etc.).

(3) Demonstrates how to write clearly, legibly and appropriately for young children to begin letter and word recognition.

(4) Demonstrates how to provide experiences that encourage children to discuss and develop associations, ideas, etc.

Level II - Application

Information: (1) Identifies children's language development on both comprehension and verbalization levels.

(2) Plans and integrates teaching strategies for fostering language development into all parts of the daily program.

(3) Develops appropriate language goals.

(4) Schedules techniques for language development that includes free choice of activities, learning center activities, dramatic play and ample periods of time when conversation and sharing ideas is encouraged.

(5) Teaching techniques include selection of books that are geared to child's ages, interests, attention span and represents a wide range of content.

Interpersonal: (1) Verbalizes feelings using accurate labels.

(2) Words, tones, gestures, postures and facial expressions accurately reflect what is being expressed.

(3) Responds with respect to children's conversation.

(4) Encourages children to use language to express thoughts, feelings and opinions.

(5) Listens to children and accurately reflects what has been heard back to children so that atmosphere encourages children to use language and develop listening skills.

Psychomotor: (1) Provides good language model (#1 & #2 under Knowledge).

(2) Provides activities that foster language development sequentially and according to developmental need (i.e., associating words with objects, persons, events, beginning recognition of symbols, etc.).

(3) Schedules time and reads to child upon request.

(4) Provides materials and activities that child has access to for free choice.

(5) Provides opportunity that stimulates purposeful communication (i.e., relaying messages via children, problem solving, etc.).

Level III - Evaluation

Information: (1) Evaluates language development level of individual children.

(2) Adapts materials and activities to meet individual language developmental needs.

(3) Identifies appropriate referrals and resources for identified needs.

(4) Analyzes and evaluates language goals and activities.

(5) Evaluates selection of books and identifies additions as needed.

Interpersonal: (1) Evaluates own behavior (i.e., to whom do I talk most? Do these children need most reinforcement? Do I teach children to listen? Contribute? Like activities? Group times? In which situations do I find it most difficult to listen attentively? Which strategies work best with which children?)

(2) Analyzes own language model for congruency of words and tones, feelings, etc., by taping interactions with children during different parts of the day.

(3) Checks for grammar, congruency of tone and words, accuracy, awareness of children and environment.

Psychomotor: (1) Evaluates own language model for articulation and clarity.

(2) Evaluates how activities and materials are presented and identifies change if needed.

(3) Maintains file of language activities that includes evaluative comments.

(4) Evaluates time schedule (i.e., does it permit enough time to listen to, read to, enjoy children?).

(5) Evaluates the opportunities children have to converse with adults and each other.

(6) Obtains referrals and support information as needed and follows up on recommendations.

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INSTITUTIONAL CRITERIA FOR COMPETENCY AREA II

Advances physical and intellectual competence.

Functional Area 7: Creative. Candidate provides a variety of experiences and media that stimulate children to explore and express their creative abilities.

This functional area focuses on providing opportunities for children to exercise their creative abilities, explore and experiment with a variety of media not only through art, music and dramatic activities, but in all aspects of the program.

Creative Thinking: Originality, flexibility, risk-taking, ability to question, listen, respond, complexity of thinking, sensitivity, encouragement, zeal, challenge. Self-knowledge and creativity. How am I creative as a person? Intuition, fantasy, necessary elements of creativity.

Level I - Knowledge

Information: (1) Describes creativity as a process of putting prior experiences together in new patterns, ideas or products.

(2) Explains the vital function of creativity in physical, socio-emotional and intellectual development.

(3) Explains that young children are exquisitely curious and are most vulnerable for developing creativeness.

(4) Explains that creativity is expressed in all areas of behavior and that thinking is the basis for creativity.

(5) Explains that thinking is fostered by language that accompanies experience.

(6) Describes ways to foster creative expression in all areas of the program.

Interpersonal: (1) Describes the value of creativity and divergent and convergent thinking.

(2) Identifies creativity in self.

(3) Identifies need for expressing self and being accepted as a basic component of self-esteem and the development of creativity.

(4) Explains that children need to be emotionally supported while being allowed to try out new ideas that may fail.

(5) Responds positively to mistakes and recognizes that valuable learning occurs by problem solving when things did not turn out as expected.

Psychomotor: (1) Demonstrates how to speak clearly and understandably.

(2) Demonstrates how to write legibly and grammatically correctly.

(3) Demonstrates how to read pertinent material.

(4) Demonstrates how to set up an environment that promotes creativity.

(5) Demonstrates how to interact with children to promote creativity.

(6) Aware of what type of environment she functions best, as well as child.

Level II - Application

Information: (1) Organizes program that provides numerous opportunities for children to indulge in creative thinking.

(2) Implements schedule that provides time, space and material which stimulate curiosity, exploration, visualization, imagery, problem solving, experimentation and expression of ideas.

(3) Plans activities that allows children to explore and make independent discoveries with a minimum of adult assistance such as art, carpentry, music, dance, riding toys, games, etc.

(4) Provides experiences that encourage children to think creatively by asking questions that focus on problem solving, encouraging more than one solution, asking her/him to use imagination, accepts and respects responses.

(5) Encourages creativity in play using such media as: blocks, water, sand, dress-ups and housekeeping using senses and imagination.

Interpersonal: (1) Encourages creativity in self and others.

(2) Encourages children's expressions of feelings, and new or different ideas as okay.

(3) Gives children permission to put new ideas into practice within safe limits.

(4) Uses the results as a valuable positive learning experience.

(5) Encourages children to feel okay about being curious and innovative.

(6) Models trying out new ideas and learning from unexpected results.

Psychomotor: (1) Arranges equipment that invites exploring and meets needs of children at various developmental levels.

(2) Stores equipment in convenient, easy-to-reach places.

(3) Sets out equipment that encourages use of imagination.

(4) Asks thought-provoking questions and waits for answers in warm, relaxed manner.

(5) Moves with children so that she supports their play rather than controls it.

Level III - Evaluation

Information: (1) Evaluates program to determine whether children are being provided opportunities to be creative.

(2) Evaluates effectiveness of schedule in stimulating curiosity, exploration, experimentation and expression of ideas.

(3) Evaluates whether activities meet desired goals and changes to meet specific needs.

(4) Evaluates effectiveness of experiences designed to promote divergent thinking.

(5) Evaluates creative play media and implements changes if desired. (Excellent book, "Conceptual Block Busting," by J. Adams.)

Interpersonal: (1) Evaluates how creative he/she allows self to be. Exercises to test self creativity.

(2) Evaluates whether children are expressing feelings and new ideas and how own behavior is influencing theirs.

(3) Evaluates the potency of permission to try out new ideas by observing the results. Are children exploring new ways to use equipment and trying out unconventional ideas?

(4) Evaluates effectiveness of using unexpected results as a valuable learning experience by observing child's behavior.

(5) Monitors own behavior and evaluates need for change.

Psychomotor: (1) Evaluates room arrangement and equipment layout for meeting developmental needs of exploration, etc., imagination, visualization for teacher as well as child.

(2) Evaluates equipment storage and makes appropriate changes.

(3) Evaluates equipment selected to enhance imagination and makes appropriate changes.

(4) Evaluates ability to ask questions and wait for answers.

(5) Evaluates ability to move with flow and support rather than control play. Know what environment the teacher teaches best in, creatively (limitations as well).

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INSTITUTIONAL CRITERIA FOR COMPETENCY AREA IV

Promotes positive functioning of children and adults in a group.

Functional Area 10: Social. Candidate helps children to learn to get along with others and encourages feelings of mutual respect among the children in the group.

This functional area focuses on developing social skills necessary for children to function as productive members of the group. Children should be encouraged to work and play cooperatively. Individual and group rights should be respected by children and adults in the group.

Level I - Knowledge

Information:

(1) Explains developmental trend of social development.

(2) Describes stages of play that may indicate levels of social development.

(3) Explains the effects of culture on social development.

(4) Explains the importance of identification within sexual development and imitation of role models in social development.

(5) Explains that caring for and appreciation of others comes from being cared for and appreciated.

(6) Explains that a child experiences a need for privacy as well as group interaction.

(7) Explains that children need to have a clear idea of who they are and how to interact in socially acceptable ways.

(8) Describes the value of recognition and praise in facilitating social development.

Interpersonal:

(1) Identifies each person including self as a worthwhile valuable human being.

(2) Explains that expressing feelings frees a person to move on to new experiences.

(3) Defines conflict as normal and that conflict can be solved by expressing feelings and finding options.

(4) Explains that each person learns to be in charge of self by making own decisions.

(5) Explains that recognition of a child fosters a sense of well being and reduces competition.

(6) Explains that modeling is the most effective way of teaching social behaviors.

Psycho-motor: (1) Demonstrates how to speak clearly and in pleasant tonal patterns.

(2) Demonstrates how to write legibly and grammatically correctly.

(3) Demonstrates how to read pertinent materials.

(4) Demonstrates how to keep lists for children who are waiting turns and how to notify them when a turn is available.

(5) Demonstrates how to provide role playing situations.

(6) Demonstrates how to provide experiences that help to establish sexual identity.

(7) Demonstrates how to provide adequate equipment to avoid intense competition.

(8) Demonstrates how to structure experiences that promote friendship.

Level II - Application

Information: (1) Provides experiences that are consistent with the children's social development.

(2) Plans activities which recognize and build upon cultural variations in the children's family and community.

(3) Observes and identifies behaviors that indicate identification with and imitation of role models.

(4) Teaches respect and appreciation by respecting and appreciating the children.

(5) Promotes the development of generosity and sharing by allowing the children to decide when they have finished with a piece of equipment, etc.

(6) Protects the rights of children by enforcing limits and encouraging children to speak up for themselves.

(7) Provides experiences that encourage children to develop clear ideas about themselves (i.e. feelings, abilities, choices, etc.)

(8) Uses positive recognition and praise in facilitating social development.

Interpersonal: (1) Responds to each person, including self, as a worthwhile, lovable human being.

(2) Encourages children to express feelings in ways that invite being heard.

(3) Helps to solve conflict by encouraging children to verbalize feelings, wishes and find options.

(4) Allows children to make decisions consistent with developmental levels.

(5) Spends time with and recognizes all the children.

(6) Models the behaviors she/he wishes to teach.

Psycho-motor: (1) Speaks clearly and in tones that reflect feelings.

(2) Writes out lesson plans, charts, lists, etc. legibly and grammatically correctly.

(3) Writes out activity cards that promote social development and maintains file.

(4) Reads pertinent materials, including stories to children.

(5) Provides equipment and materials and opportunity for role playing.

(6) Provides opportunities to develop sexual identity using unisex bathrooms, books, animals, information, etc. and responds to questions and comments in an accepting and factual manner.

(7) Consistently provides more than one piece of equipment and when special equipment is introduced provides opportunity for choice.

(8) Promotes friendship by providing one to one or small group experiences consistent with developmental levels.

Level III - Evaluation

Information: (1) Evaluates program to determine if social needs of children are being met.

(2) Evaluates activities that build upon cultural variations to determine if change is needed.

(3) Evaluates children's stages of emotional-social development.

(4) Assesses whether children are being treated with respect and appreciation.

(5) Evaluates whether children are being allowed to make decisions that encourage internalizing locus of control.

(6) Evaluates whether children's rights are being protected.

(7) Evaluates whether children know how to express feelings, know what their abilities are, and if they make choices.

(8) Evaluates use of positive recognition and praise.

Interpersonal: (1) Allows self to be aware of how she/he feels about each child and evaluates need for change.

(2) Evaluates how he/she encourages children to express feelings.

(3) Checks own feelings to determine how effective problem solving is.

(4) Evaluates how children are being encouraged to make own choices.

(5) Uses tools like anecdotal records to determine if time is being spent with all children.

(6) Accepts responsibility for self and allows self to learn new ways to interact.

Psycho-motor: (1) Evaluates own speech for congruency of tone and words.

(2) Evaluates writing skills and effectiveness of charts, lists, etc.

(3) Evaluates own reading skills.

(4) Evaluates clarity and organization of files.

(5) Assesses role playing equipment, materials, schedules and need for change.

(6) Evaluates effectiveness of opportunities that promote sexual identity.

(7) Determines how much and when equipment should be available.

(8) Evaluates effectiveness of friendship promoting activities and what changes are needed.

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1979

INSTITUTIONAL CRITERIA FOR COMPETENCY AREA IV

Organize and sustain the positive functioning of children and adults in a group in a learning environment.

Functional Area 11: Group Management. Candidate provides the group with a positive routine and with simple rules that are understood and accepted by children and adults.

This functional area focuses on organizing and implementing a positive and comfortable routine within the room by establishing realistic limits for the children, by the effective use of time, by providing for active and quiet activities and by planning orderly transitions form one activity to another.

Level I - Knowledge

Information:

(1) Explains why young children need a balance of active and quiet periods.

(2) Explains why a daily schedule should provide a positive and comfortable routine but should be flexible enough to meet special needs and circumstances.

(3) Describes the influence of room arrangement, placement of equipment and supplies, flow of traffic, etc. on the functioning of a group.

(4) Explains that the purpose of rules and guidance techniques is to help young children develop internal control and skills for dealing with themselves and the world effectively.

(5) Explains that rules must be established to the child's level of maturity.

(6) Explains that young children with varying developmental levels of memory and attention span need support in remembering and adapting to rules and limits.

(7) Describes direct guidance techniques such as positive reinforcement; redirection; modeling; problem solving; physical restraint or removal.

(8) Describes indirect guidance techniques such as arrangement of space; equipment and materials; traffic floor patterns; storage of equipment and supplies; consistent routine; planned curriculum and smooth transitions.

Interpersonal: (1) Identifies own feelings and beliefs.

(2) Explains that young children need support in learning to express feelings, wants and attitudes.

(3) Explains that conflict is normal and can be solved by verbalizing feelings, wishes and beliefs, exploring alternatives and making decisions.

(4) Explains that messages to young children should be accurate reflections of feelings and beliefs.

(5) Explains that reinforcement of limits effects a child's self esteem.

Psycho-motor: (1) Demonstrates how to speak clearly and understandably in tones.

(2) Demonstrates how to write legibly and grammatically correctly.

(3) Demonstrates how to read pertinent material.

(4) Demonstrates how to arrange space, materials and equipment for desirable traffic patterns and positive functioning.

(5) Demonstrates how to set limits effectively and physically restrain or remove child if necessary.

Level II - Application

Information: (1) Plans schedule that meets developmental needs of children with a balance of active and quiet periods.

(2) Maintains a consistent daily schedule that is flexible enough to meet special needs and take advantage of special circumstances.

(3) Invites development of internal controls and skills to interact with the environment by consistently and positively reinforcing limits.

(4) Establishes rules that are minimal, easily understood and consistently reinforced.

(5) Uses direct guidance techniques (see #7 in Level I).

(6) Implements indirect guidance techniques (see #8 in Level I).

Interpersonal: (1) Owns feelings and beliefs and shares them with children.

(2) Helps children to label and express feelings, verbalize wants and attitudes.

(3) Encourages children to problem solve by expressing themselves, exploring alternatives and making decisions.

(4) Reinforces limits in a way that enhances a child's self esteem.

(5) Checks to see whether messages are understood.

Psycho-motor: (1) Gives clear and accurate messages.

(2) Writes out daily lesson plans and draws room diagrams, prints signs, etc. as necessary.

(3) Reads relevant materials for professional growth and reads books effectively to children.

(4) Arranges room, materials and supplies to meet the children's needs.

(5) Reinforces limits constructively and consistently.

Level III - Evaluation

Information: (1) Evaluates schedule and changes balance of activities to meet needs.

(2) Evaluates effectiveness of daily schedule.

(3) Assesses developmental levels of children in response to learning and accepting limits.

(4) Evaluates appropriateness of rules and limits.

(5) Evaluates use of direct guidance techniques.

(6) Evaluates effectiveness of indirect guidance techniques.

Interpersonal: (1) Evaluates accuracy of own perceptions of feelings and beliefs.

(2) Evaluates own receptiveness in helping children express feelings, wants and attitudes.

(3) Evaluates ability to help children problem solve.

(4) Evaluates effectiveness in reinforcing limits.

(5) Evaluates ability to communicate clearly.

Psycho-motor: (1) Evaluates messages to children for clarity.

(2) Evaluates clarity and format of lesson plans, diagrams and signs, etc.

(3) Evaluates reading skills and seeks improvement if necessary.

(4) Evaluates criteria used for and effectiveness of room arrangement.

(5) Evaluates manner in which limits are reinforced.

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INSTITUTIONAL CRITERIA FOR COMPETENCY AREA VI

Carries out supplementary responsibilities related to children's program.

Functional Area 13: Staff. Candidate works cooperatively with other staff members concerning plans, activities, policies and rules of Center.

This functional area focuses on those support activities that are necessary for the effective functioning of the Center and its groups. Records concerning the growth, behavior and progress of each child should be maintained. Activities of the group should be planned in conjunction with the goals of the Center. Available community resources should be utilized. Participation and general cooperation with other Center personnel should be evidenced.

Level I - Knowledge

Information: (1) Explain professional standards and responsibilities including own job description.

(2) Lists policies governing: personnel; ordering supplies; program scheduling; referral for professional help; community resources including volunteers; local, state and federal regulations.

(3) Describe the importance of record keeping and of identifying developmental levels of children so that individual differences are documented.

(4) Describe the importance of coordinating and sharing plans for children with other Center personnel in conjunction with program goals and policies.

(5) Explain the value of curriculum planning (including daily lesson plans that provide for individualized programs).

Interpersonal: (1) Identifies own feelings, thoughts and opinions, and explains how they can be shared with others in a way that invites being heard.

(2) Explain that differences in feelings, thoughts and opinions are expected and that conflict can be resolved by problem solving.

(3) Identifies problem solving as an essential technique for learning and lists appropriate strategies for problem solving.

(4) Explains that each individual is important and has a contribution to make to the group.

(5) Defines learning as a continual process.

Psychomotor: (1) Demonstrates how to speak clearly and understandably.

(2) Demonstrates how to write legibly.

(3) Demonstrates how to read forms and follow their directions.

(4) Demonstrates how to organize files.

(5) Demonstrates how to plan and organize time effectively.

Level II - Application

Information: (1) Maintains professional standards.

(2) Follows policies governing personnel; ordering supplies; program scheduling; referral for professional help; community resources including volunteers; local, state and federal regulations.

(3) Maintains children's records that identify individual differences and is able to present them for discussion in staff and parents meetings.

(4) Coordinates and discusses plans for children with other Center personnel and parents, including planning appropriate field trips, special activities, etc.

(5) Plans appropriate curriculum for children.

Interpersonal: (1) Demonstrates ability to solve problems within group setting that includes sharing feelings, thoughts and opinions in an acceptable way.

(2) Respects others and is willing to listen to their ideas.

(3) Identifies concerns and questions regarding policies, children and needs in staff meetings.

(4) Shares information with staff members regarding knowledge and experiences of community resources, training sessions, in-service workshops, etc.

(5) Identifies contributions of self and others to program at staff meetings.

Psychomotor: (1) Speaks clearly and understandably consistently.

(2) Writes legibly.

(3) Maintains forms accurately.

(4) Organizes and maintains files appropriately.

(5) Prepares appropriate curriculum plans including field trips ans special activities.

Level III - Evaluation

Information: (1) Evaluates professional standards and job description and identifies need for change.

(2) Evaluates policies and determines change if needed.

(3) Identifies child with special needs and determines appropriate referral.

(4) Individualizes lesson plan to meet specific needs of children.

(5) Identifies needs within program to meet specific needs (i.e., special equipment, additional information, changes in scheduling, etc.).

Interpersonal: (1) Values self and others enough to use resources to promote growth and development in identified area.

(2) Listens accurately and provides helpful feedback to staff members during staff meetings.

(3) Engages in problem solving situations with enthusiasm and effectiveness.

(4) Owns responsibility for self and assumes active role in Center functioning.

(5) Makes decisions and follows through on options.

Psychomotor: (1) Presents analysis of child with identified needs at staff meetings (including records, sample work, discussion).

(2) Consults with staff and parents on appropriate referrals, classroom techniques, etc.

(3) Uses available community resources in service of meeting specifically identified needs.

(4) Evaluates needs of children, requests special materials, equipment, information, etc. as needed.

APPENDIX J

BRIEF PROFESSIONAL RESUME
OF
BETTY BRANTLEY, Ph.D

Summer 1965 to September 1966 - Assistant Director of Hillsborough County Head Start responsible for curriculum.

September 1966 - Returned to complete Ph.D. at Florida State University in Tallahassee.

1969 to 1970 - Worked with Head Start aides in the Supplementary Training Program.

1976 to 1977 - Planned and conducted CDA training activities for Head Start teachers and aides in Manatee County.

Presently - Professor in College of Education at the University of South Florida, Tampa.

APPENDIX K

J. P. LUTZ
VITA

Present Position

Director of Elementary Education
Lee County District School Board
Fort Myers, Florida 33901

Education

M.A.	Villanova University	1966
Ph.D.	Florida State University	1973

Experience

1973-1979	Supervisor of Basic Skills, Florida State Department of Education, Tallahassee, Florida
1968-1973	Hillsborough County Board of Public Instruction, Tampa Florida (Classroom Teacher, Learning Specialist--Psychological Diagnostic Center, School Principal)
1969-1973	Instructor, Hillsborough Community College (Psychology and Education, Evening Division, 6 hours/quarter), Tampa, Florida
1971-1973	Instructor, Research Associate--Teacher Education Projects, Florida State University
1966-1968	Elementary School Teacher
1965-1966	Full-time Substitute Middle School Teacher, Reading and Language Arts

Selected Publications

"Research on School Learning and Contextual Variables," Florida Reading Quarterly, Vol 14, No. 2, March, 1978.
"Competency-Based System for Office Occupations," Journal of Business Education. Vol. 51, No. 7, April, 1976.
"Measuring Individual Attraction to Psychological and Social Groups," Journal of Classroom Interaction, Vol 2, University of Houston, 1977.
"Statewide Survey with Implications for Inservice Education," Inservice, Syracuse University, Vol. 1, No. 1, May, 1976.
"The Interfunctional Nature of Teacher Education," Teacher Education, with N. Dodl, Vol 9, No. 1, April, 1976.
"The State Legislation As Change Agent," Catalyst for Change, with A. Van Fleet, Vol 5, No. 2, Winter, 1976
"Greater Involvement Urged," Florida Schools, Vol. 37, No. 3, February, 1975.
"Jogging in the Elementary School," Florida Journal of Health, Physical Education and Recreation, Vol. 12, No. 2, May, 1974.
"Initiation of Teacher Education Centers--The Florida Experience," Four chapters in Florida Education Research and Development Bulletin, with A. Van Fleet and S. Kinzer, Vol. 10, No. 2, Winter 1976.
"Interim Negotiation of Teaching Competencies," Chapter in Portal Schools, with Normal Dodl, Washington, D. C. : Council of Great City Schools, 1973.

APPENDIX L

Route One, Box 26
Lithia, Florida 33547

October 31, 1979

COPY

Mrs. Suzanne S. Geier
2035 Rockledge Drive
Rockledge, Florida 32955

Dear Sue:

I have reviewed your manuscript several times and am overwhelmed at the thought of the number of hours work it represents. Though I have spent several hours reviewing and thinking, I'm not sure I can be as thorough as you might like me to be in critiquing your material. Just a few words about the procedure I used may be helpful. As I read, I noted mechanical errors, not because you asked me to, but because I thought it might be helpful to you as you move toward your final copy. I know that when I was preparing mine, it seemed that every time I reread, I found another error that I had missed before. I have asked questions and made comments in the margins and over some of the items and will not comment on all of these in the letter. To make it a bit easier for me to write and, I think, for you to read, I'm going to make my remarks in numbered statements rather than in paragraph form.

Let me preface my other remarks by complimenting you on the project and the thorough manner in which you have dealt with the many problems relating to defining competency, developing a program using such a framework, and in assessing those who proceed through it. Your use of it with a group of candidates will be the real test, of course. That's when you will find out how useful the model is.

You have developed a rationale which seems appropriate and acceptable so far as I can determine. It certainly makes for a well-organized and "neat" packaging of the whole CDA plan. Here are some questions and/or comments which I share for your consideration:

1. The inclusion of basic skills which relate to all the areas (communications, for example) increases greatly the length of your lists. I noted your discussion of this in the manuscript and it seems reasonable. I don't have a problem with including them under each appropriate area except from a "quantity" standpoint. You may feel it is important to underscore the importance of these skills.

2. This concern is not within your realm of responsibility, but as I read I wondered if CDA credential will be (or is being) awarded to people who are not able to function on the evaluation level.

3. Trying to keep in mind the various categories and levels is quite tedious as I'm quite sure you noticed as you worked. Logically, each information item in Level 1 should have a companion item in Level 2 and Level 3. Would you agree? At least, one should be able to relate information items in all three levels one to the other. Please see Functional Area 4, Physical beginning on p. 4-1. I was not sure whether or not you consider that Items 1-4 (Level 1) are applied through #1 under "Application." What I'm saying is that the clearer you can be about how an item under "Information" is applied under "Application" and evaluated under "Evaluation," the better. One possibility would be to give a particular item under information the same number under application and evaluation or where there are several, they might be 1-a, 1-b, etc. This is just a thought which would help those who work with the model and would strengthen your "case" for levels.

I hope these remarks are of some value and, again, I congratulate you on your work thus far. I know a bit about the time required for such a study.

I want you to know that I am an excellent typist. Thought you might not be able to tell this from looking at the last part of this letter. The secretary typed the first part and I have finished it since music lessons and 4-H meeting tonight.

Please call if my notes don't make sense. I'm not keeping a copy of your manuscript but maybe I'll remember enough to respond. I would be most appreciative if you could send me a copy when your study is complete. If Barbara would be willing to share a copy of hers with me, that would be marvelous too.

Best of luck,

Betty Brantley

Lee County
District School Board
2055 Central Avenue
Fort Myers, Florida 33901
Telephone 334-1102

Ray V. Pottorf
Superintendent

Mrs. Rayma C. Page
Chairman
Robert L. Ratliff III
Vice Chairman
John T. Beckett
Howard DeVore
John William Mills

Harry A. Blair, P.A.
Attorney

November 14, 1979

1. Yes, the progression is fine, but I am not sure it means anything. I would suggest that a more clear statement of the assumptions underlying your competency-based program would be far more helpful. I would add the following statement to the five assumptions you have written in Chapter I, "Background for the C.D.A. Program", and allow these to serve as your rationale.

   > "Each candidate should be able to demonstrate, prior to program completion, that she possesses specific competence. Competency in the C.D.A. Program is defined as performance expectations, the criteria for which are specified in demonstrable terms, observable behavior, pupil outcomes, or some combination thereof."

2. The criteria are relevant, but is it relevants that you really want to assess. The two major questions, it seems to me are: (1) do the criteria represent reliable indicators of the competency area (i.e.) if viewed in isolation, would you likely match certain criteria to specific competency areas; and (2) are the criteria written with sufficient specificity that measures could be applied with a fair amount of standardization?

   There is little that one could morally consider that is not relevant for education, and because I know you mean relevant for young children; remove only a few certain words from your criteria and see if they are not relevant for almost any level student or any occupation. Therefore, I would strongly recommend a very careful review of each criteria to determine its measurable "relevance" to its corresponding competency area, instead of its "relevance".

3. Yes, the criteria are well written; it is a joy to read so few cliches such as "risk-taking" and that tenth wonder of education the "teachable moment". While the criteria are very well understood, it is not understandable why certain ones keep reappearing. Criteria such as "demonstrates how to speak clearly and write legibly", are far too important to be placed indiscriminately. I would strongly urge a separate competency area be established for reading, writing and speaking. This competency may be the most important area of assessment and should be considered as a contingency for program entrance and certainly for exit.

4. It is difficult to recommend change; your work is one of the most constructive steps I've seen in early childhood education. However, I would recommend that a clear statement of just what constitutes early childhood education is necessary (i.e.) just what grades it includes and why. This statement would help to set a frame of reference for readers. I would further recommend clarification of certain criteria so the reader would know if it applied personally or if it applied pedagogically.

EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Lee County District School Board
Fort Myers, Florida 33901

Because large differences exist among young children, I would suggest the need to include an entire competency component on diagnosing these differences, and require that each candidate demonstrate an ability to adapt the environment and learning conditions to meet diagnosed individual needs.

Thanks
J. T.

I certify that I have read and am willing to sponsor this Major Applied Research Project submitted by SUZANNE S. GEIER. In my opinion it conforms to acceptable standards and is fully adequate in scope and quality, as a Major Applied Research Project for the degree of Doctor of Education at Nova University.

Mar 14, 1980
(date)

Max R Raines
Max R. Raines, MARP Advisor

I certify that I have read this Major Applied Research Project and in my opinion it conforms to acceptable standards for a Major Applied Research Project for the degree of Doctor of Education at Nova University.

3/22/80
(date)

Robert L Breuder
Robert L. Breuder, Coordinator/
Local Professional

This Major Applied Research Project was submitted to the Central Staff of the Nova University Ed.D. Program for Community College Faculty and is acceptable as partial fulfillment of the requirements for the degree of Doctor of Education.

4-18-80
(date)

GMBarton
George M. Barton
Central Staff Member